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ABSTRACT

This state foreign language curriculum guide provides a comprehensive overview of policy and suggested procedures for progress at the secondary school level. Major sections include: (1) philosophy and objectives of language study, (2) personnel in the language program, (3) principles of language learning, (4) methodology, (5) evaluation, (6) equipment, (7) course of study framework for French, German, Latin, Russian, and Spanish (three-, four-, and six-year sequences), and (8) an extensive, annotated bibliography classified by instructional levels and materials. Numerous illustrations and charts are used throughout. (RL)

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FOREIGN LANGUAGE

THE KEY TO UNDERSTANDING IN A JET AGE WORLD

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FOREWORD

Utah has reason to be proud of the progress made in foreign language education in the past one and a half decades. The enrollment of students and the number of teachers in the various foreign languages have increased and a significant improvement in the quality of foreign language education has resulted from recent and continuing developments.

As the new decade begins, foreign language teachers have reason to believe that even greater progress and development can take place. Unfortunately this is also a time of decreasing federal financial sponsorship and a time of reducing foreign language entrance requirements in colleges and universities. Therefore, it is clear that this is a time of challenge--

challenge to make foreign language study available to more students for longer sequences

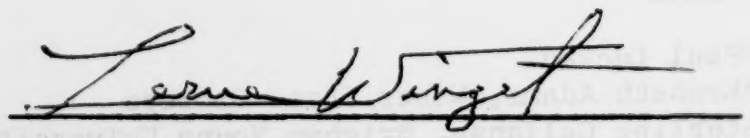
challenge to cooperate with local administrators and keep them apprised of the value of foreign language education

challenge to re-evaluate the requirements and seek new sources of financial backing

challenge to make foreign language study motivating, interesting, and relevant

challenge to teachers to be even more effective through improved individualization and humanization of learning.

To meet these challenges and the others current in education today, committees of outstanding educators under the leadership of Paul Luckau, Consultant in Foreign Language Education, have prepared this foreign language curriculum guide. It is in loose leaf format so that partial revision is possible every year to respond to the stimulus of innovation. The staff of the Office of the State Superintendent of Public Instruction takes pride in presenting this guide to foreign language education in the jet age world--indeed the age in which national barriers, racial intolerance, and linguistic misunderstanding are disappearing.



Lerue Winget
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INTRODUCTION

Someone has said that the most important test of education is the quality of individual it produces. If this statement is true, then it is extremely important that the broad objectives of education be stated in terms of quality rather than quantity and that every area of the curriculum be directed toward the achievement of these goals.

Since foreign language educators are in full agreement with the above statement, it was incumbent upon those who developed this foreign language guide to make certain that the philosophy and objectives for the foreign language program were in harmony with, and support of, the state approved Tasks of Education for the Public School of Utah.

The following statements were developed to assure that all teachers of foreign languages are aware not only of the broad objectives but also of the relationship that each has to the teaching of foreign languages in Utah.

OBJECTIVES OF EDUCATION

The task of public education is to provide an environment conducive to changing behavior on the part of each learner and to motivating him to achieve the following objectives.

I. The inquiring mind exemplified by a continuing desire for knowledge, a continuing interest in current problems, and the habit of weighing alternatives and creatively applying them to the solution of these problems.

RATIONALE: The development of rational powers is regarded as essential to the preparation of citizens who will make contributions to the solution of mounting scientific and humanistic problems. Educational experiences should provide opportunity to acquire and utilize the skills and competencies of inquiry.

A. The study of a modern language helps the student to grow in his ability to think rationally, to express his thoughts clearly, and to read and listen with understanding. It makes him conscious of language as a tool for communication and as the vehicle for the transmission of a culture. He gets direct experience in manipulating another language and becomes skillful in analyzing and contrasting language structures. The element of pleasure derived from the involvement in another language is often one of the most stimulating and gratifying aspects of language learning.

B. In a technological society a student needs to understand the method of science and the influence it has on human

life. Through the study of a modern language the student extends the resources he has at his command for gaining information and solving problems in other fields of learning. He becomes conscious of the universality of scientific endeavor in discovering facts concerning the nature of the world and of man, and of all peoples' striving for the good life.

II. A knowledge of fundamental concepts about the world environment and man's relationship to it.

RATIONALE: One task of education is to orient the individual to the natural environment in which he must live and work and find his enjoyments and satisfactions. An understanding of basic concepts about the physical and biological world is essential to the accomplishment of this task.

A. The student learns about the role of the family in another culture, the social relationships which exist, and their effect on the individual, his particular society, and the world.

B. In his professional and commercial dealings with the peoples of other cultures, the student must understand causal relationships between the physical and social environment; the effect of climate and environment on customs, diet, consumption of goods and services, architecture, and recreation, for example, and their effect upon the social and economic life of the country.

III. Proficiency in the use of modes of communication.

RATIONALE: The complex world of today demands that each individual develop those basic communication skills which will make him an effective contributor to himself and to his society.

A. As he learns the modern language he participates in the culture of a foreign people directly through the use of their communication skills; vicariously he participates in their daily lives, their holidays, their work and play. Friendship on a personal level often results as the ability to communicate develops.

B. In his professional and commercial dealings with representatives of other cultures, the student must be familiar with their concepts of work and their cultural attitudes toward work.

C. The study of another people, their culture and their language aims at the following objectives in the acquisition of skills, information, and attitudes. Not all students will attain these objectives to the same degree. Their attainments will be tempered by the capabilities and environments of the individual students, the length of the program, and the competency of their teachers.

1. Listening Comprehension

The language learner progresses from the understanding of the educated native when he enunciates carefully and speaks simply on familiar subjects

↓ to ↓

the understanding of some conversations of average tempo, simple lectures, and news broadcasts

↓ to ↓

the understanding of normal group conversations, plays, movies, and the more sophisticated radio and TV programs

2. Speaking

The language learner, as he learns to speak with a pronunciation and intonation readily understandable to a native, progresses from using the common expressions needed for getting around in the foreign country and speaking with a pronunciation and intonation readily understandable to a native

↓ to ↓

talking on prepared topics with a fair degree of fluency

↓ to ↓

commanding sufficient vocabulary and structure of the language to express his thoughts in sustained conversation thus contributing toward ease in social situations

3. Reading Comprehension

The language learner progresses from comprehending directly the meaning of simple prose

↓ to ↓

reading with comprehension prose of average difficulty, without too much recourse to the dictionary

↓ to ↓

↓

reading with enjoyment newspapers, magazines, and literature as an art form and as a means of becoming immersed in the culture

4. Writing

The language learner progresses from copying and writing from dictation materials which the student has already heard and spoken

|
to
↓

writing correctly material he develops orally for classroom and related situations

|
to
↓

writing a short, simple letter

|
to
↓

writing a composition with clarity and correctness in structure and idiom

5. Cultural Analysis

The language learner becomes aware that language is the oral and written expression of another way of life; obtains a working knowledge of the geography, history, literature, fine arts and handicrafts, social customs, and contemporary civilizations of the people whose language is being learned; obtains a firsthand knowledge of the literary masterpieces; analyzes the foreign culture and contrasts it with his own; and, through correspondence, travel, or residence abroad establishes friendships on a personal basis

6. Analysis of Language Structure

The language learner develops a working command of the sound and structural patterns of the foreign language and a knowledge of its main differences from and similarities to English. He obtains linguistic training and insight which facilitates the acquisition of other languages

IV. A dedication to the task of improving America, striving for solutions to its continuing domestic and world problems, and upgrading the lives of all people.

RATIONALE: Our nation is founded on those beliefs which recognize the dignity and worth of the individual as the paramount responsibility of our society and the family as the basic social unit of that society. Change has brought continuing challenges to these basic beliefs. Since our society and governmental organization function only as well as the citizenry are capable of making competent decisions for meeting these new challenges, it is imperative that each citizen develop these capabilities and utilize them to the fullest extent.

A. The student increases his effectiveness outside of his national community. Competency in a modern language permits him a kind and quality of relationship which does not exist without this tool.

B. The student learns to respect the values and customs of other countries as being as valid as those of his own country.

C. The student realizes the interrelationship of cultures--the contribution of other cultures to his own, and of his culture to others. As a result he appreciates and treats with respect his fellow citizens of foreign birth.

D. The student develops an awareness of and an interest in the world as a whole. He becomes less provincial and more world-conscious as he recognizes his place in the common task of working for peace and understanding.

V. Maintenance of health, achievement of a high level of personal fitness, and the acquisition of wholesome leisure skills.

In a technological age which allows more and more free time the student needs to learn how to extend the scope of his leisure-time activities in ways which yield satisfaction and which are socially useful. He uses the modern language as an avocational pursuit by participating in goodwill organizational activities, in theater, opera, ballet, radio, film, and television. He enjoys a greater variety of books, folksongs, art songs, magazines, newspapers, and local and foreign cultural activities.

VI. An emotionally stable person.

RATIONALE: The alarming incidence of emotional instability coupled with the mounting pressures to which groups in our society are being subjected, points to the need for educational programs which contribute positively to the mental health of all students. Each individual must be helped to develop these

capabilities which assist him in recognizing emotional problems and in dealing with them effectively.

Existing attitudes of fear, distrust, or disapproval of that which is foreign tend to diminish as the student becomes alert to other peoples' hopes, achievements, and frustrations.

VII. A moral standard of behavior.

RATIONALE: To be ethical is to live by moral standards which take into consideration the welfare of self and others. The intelligent acceptance and application of a code of ethical behavior based on accepted values by members of a society is essential to its welfare. Since moral behavior is shaped in particular by an understanding of the effects of human behavior upon the lives of others, formal education has a major responsibility for promoting the moral development of students.

A. The study of a modern language tends to foster a respect for humanity.

B. The student becomes aware of the universality of human problems and values, which know no national boundaries; he learns to appreciate and to respect the merits of other cultures and other peoples.

VIII. A knowledge of the interrelationships of nature and the cultural arts and the ability to utilize all of the senses to make aesthetic judgments about the total environment and to enrich his own life.

RATIONALE: Through activity in the arts an individual may achieve harmony with the world and within himself. Education in the arts is aimed at the development of conscience. By cultivating his inner world, man may become equipped to humanize the world outside himself.

The student needs many opportunities to develop his capacity to appreciate beauty in literature, art, music, and nature. In the study of a modern language he should learn to break his culture-bound attitude toward beauty in literature, art, architecture, music, dance, handicrafts, and nature by sharing vicariously and directly in the creative activities of the foreign people and understanding their form of artistic expression. He widens his aesthetic horizon, which in turn extends his capacity for self-expression and creativity.

IX. Information and guidance for wise occupational choice. The forces of change are altering long-held American attitudes toward the

utilization and conservation of the country's human resources. Men are beginning to understand the direct connection between the education of every citizen and our strength as individuals and as a society.

RATIONALE: Effective occupational and career choice must lie in the values and goals of the individual. A basic element in this process is the linking of present actions to future goals. Education more and more becomes the bridge between the student and his future life work which in turn gives direction to his education.

A. The study of a modern language arouses an intellectual curiosity in the student. Through the unfolding of another culture, new vistas are opened which offer unlimited opportunities for inquiry, comparison, creativity, and vocational involvement.

B. The student can make a study of the foreign language, its area and civilization, his career.

C. A command of a modern language will be of considerable value in any number of professional and commercial areas.

PHILOSOPHY

FOREIGN LANGUAGE SHOULD BE A PART OF GENERAL EDUCATION IN ORDER TO PREPARE THE STUDENT FOR THE WORLD OF TOMORROW.

THE LEARNING OF A SECOND LANGUAGE STRENGTHENS ONE'S ABILITY TO COMMUNICATE.

FOREIGN-LANGUAGE LEARNING PROVIDES STUDENTS WITH AN EFFECTIVE TOOL WHICH CAN STRENGTHEN HUMAN BONDS OF UNDERSTANDING AMONG PEOPLES ISOLATED BY MONOLINGUAL BARRIERS.

CULTURAL UNDERSTANDING, LEARNED AS AN OUTGROWTH OF FOREIGN-LANGUAGE STUDY, STRENGTHENS TIES BETWEEN PEOPLES OF DIFFERENT GEOGRAPHICAL AND POLITICAL LOCATIONS.

KNOWLEDGE OF A FOREIGN LANGUAGE ACTS AS A KEY TO UNLOCK THE DOORS OF GREAT LITERARY, SCIENTIFIC, CULTURAL AND PHILOSOPHICAL TREASURES WHICH CANNOT BE SAVORED THROUGH TRANSLATION.

KNOWLEDGE OF A FOREIGN LANGUAGE ENHANCES A PERSON'S VOCATIONAL AND PROFESSIONAL OPPORTUNITIES.

OBJECTIVES

TO LISTEN TO AND COMPREHEND THE FOREIGN LANGUAGE WHEN SPOKEN AT A NORMAL SPEED ON A SUBJECT WITHIN THE RANGE OF THE STUDENTS' EXPERIENCE.

TO SPEAK WELL ENOUGH TO COMMUNICATE DIRECTLY WITH A NATIVE SPEAKER WITHIN THE RANGE OF THE STUDENTS' EXPERIENCE.

TO READ MATERIAL ON A GIVEN LEVEL WITH DIRECT UNDERSTANDING AND WITHOUT TRANSLATION.

TO WRITE ABOUT A SUBJECT WITHIN THE RANGE OF THE STUDENTS' EXPERIENCE USING AUTHENTIC PATTERNS OF THE PEOPLE WHOSE LANGUAGE IS BEING STUDIED.

TO LEARN TO THINK IN THE LANGUAGE.

TO UNDERSTAND, THROUGH THE FOREIGN LANGUAGE, THE CONTEMPORARY VALUES AND BEHAVIOR PATTERNS OF THE PEOPLE WHOSE LANGUAGE IS BEING LEARNED.

TO BECOME ACQUAINTED WITH THE SIGNIFICANT FEATURES OF THE COUNTRY OR AREA WHERE THE LANGUAGE IS SPOKEN.

TO DEVELOP AN UNDERSTANDING OF THE LITERARY AND CULTURAL HERITAGE OF THE PEOPLE WHOSE LANGUAGE IS STUDIED.

HOW MANY LANGUAGES? [1]

The answer to this question is not to be found by searching through the basic principles of foreign-language learning, since all essential goals can be met in a one-language program. Rather this question relates to such practical matters as school size, available space and facilities, upper and lower limits of class size and a number of local and national factors--all of which determine the desirability of offering many or few languages. Obviously, the national interest requires as much diversification as possible, but it is not necessary in any one district to teach all the languages that might reasonably be offered somewhere.

The factor that most urgently impels a school district to offer as many languages as possible is the diversity of interests and motivations among students. A good program offers as many choices as can be adequately dealt with, but it is better to establish a strong program in one language than to have several partial courses. It is also advisable to have a full program in one language in any given school in FLES (Foreign Language in Elementary School) than to have several since one-language FLES programs do not seem to present any hazard to good motivation. In addition it is better to enlarge a program from the upper grades expanding into lower grades rather than to start in the lower grades and work up unless a continued program can be assured from the beginning.

WHICH LANGUAGES? [2]

Whether a school program includes few or many foreign languages, the problem of selecting those to be offered is essentially the same.. The full list of offerings in any one school or district will include only

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[1] Foreign Language Guidelines, Washington Department of Public Instruction, pp. 11-12.

[2] Ibid.

a tiny sampling of the major languages of the world. Of the dozen or so languages taught <u>somewhere</u> in American schools, not more than four or five are likely to be offered in any one district.

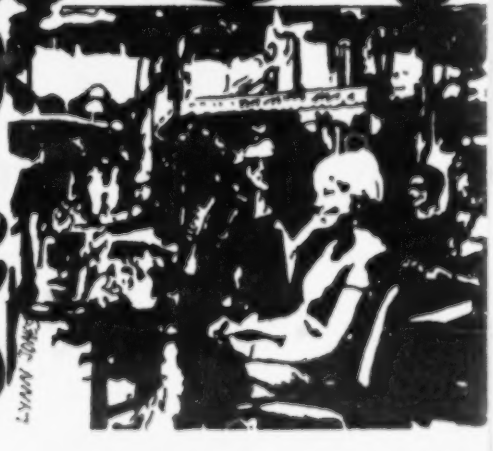
Since the usual approach to selection lies along the path of least resistance, most districts choose from a list that includes only French, German, Latin, Russian and Spanish. Among these only French, German, and Spanish are highly probable choices in new programs today. The main reason for this, other than the force of tradition, is that curriculum development and the production of modern teaching materials have lagged for languages other than French, German, and Spanish. Regrettable as the limitation may be, this is a valid reason.

Districts that are not ready to make unconventional choices can operate a good program within the conventional range. Some effort should be made to find which languages among the possible selections excite popular interest. In counseling students, every attempt should be made to discover which language each student really prefers to undertake. If a FLES program is confined to one language, it should be one to which the community reacts very favorably.

WHY STUDY A FOREIGN LANGUAGE?

CUR? CUR? WHY POUR QUOI!? ¿POR ¿QUÉ? WARUM? WARUM

STUDY FOREIGN LANGUAGES



BECAUSE we live in a rapidly changing world

IN WHICH THE PROBLEMS AND STRUGGLES OF THE PEOPLE AND THE LEADERS OF FARAWAY PLACES HAVE MOVED INTO OUR OWN LIVING ROOMS VIA TELEVISION, RADIO, AND NEWSPAPERS. IN FACT, DAILY NEWS REPORTS OFTEN FOCUS MORE ON INTERNATIONAL EVENTS THAN ON DOMESTIC AFFAIRS. WHEN DAY AFTER DAY THE LEADERS AND THE PEOPLE OF OTHER NATIONS APPEAR ON OUR TELEVISION SCREENS, WE REALIZE THAT WE ARE NOT ALONE IN THE WORLD! WE SENSE THAT THE POLICIES AND ACTIONS OF NATIONS THOUSANDS OF MILES AWAY CAN AFFECT OUR LIVES IN A MATTER OF HOURS, SOMETIMES MINUTES.

THE BETTER WE UNDERSTAND OUR "NEIGHBORS" AND THEIR EXPLANATIONS OF THEIR PROBLEMS, THE BETTER WE CAN HANDLE THE GROWING TIES THAT BIND US TOGETHER IN A CONSTANTLY SHRINKING WORLD. . . THE BETTER WE CAN BUILD MUTUAL TRUST AND COOPERATION AMONG NATIONS.

BECAUSE of the great increase in travel

WE CAN FLY THE ATLANTIC OCEAN BY JET IN ABOUT SIX AND ONE-HALF HOURS. IN FACT, WE CAN REACH AIRPORTS IN PRACTICALLY ALL PARTS OF THE WORLD, FLYING AT SPEEDS OF 600 MILES AN HOUR. EVEN MOVING AT 500 MILES AN HOUR, NO PLACE ON EARTH IS MORE THAN 25 HOURS AWAY FROM ITS MOST DISTANT EARTH NEIGHBOR.

BECAUSE the national defense education act

HAS PROVIDED MONEY FOR LANGUAGE LABORATORY EQUIPMENT AND MATERIALS FOR USE IN THE LABORATORY, FOR RESEARCH, AND FOR THE TRAINING OF TEACHERS IN THE BEST METHODS OF TEACHING FOREIGN LANGUAGES.

THE NATIONAL DEFENSE EDUCATION ACT HAS PROVIDED SPECIAL INSTITUTES OR TRAINING SESSIONS TO HELP TEACHERS MASTER THE NEW METHODS OF TEACHING FOREIGN LANGUAGES. MANY STATES ARE ALSO HELPING TO TRAIN TEACHERS BY HOLDING SPECIAL CONFERENCES, OFFERING STATE-SUBSIDIZED INSTITUTES FOR TEACHER TRAINING AND IS ENCOURAGING EXPERIMENTATION AND RESEARCH IN FOREIGN LANGUAGE STUDY.

RECOGNIZING THE GREAT IMPORTANCE OF LANGUAGE STUDY IN TODAY'S WORLD, OUR STATE AND OUR FEDERAL GOVERNMENT, ARE SAYING, "COME ON, JOHN Q., LET'S LEARN LANGUAGES!"

BECAUSE american business abroad offers opportunity for

MANY KINDS OF INTERESTING JOBS TO THOSE WHO LEARN TO SPEAK A SECOND LANGUAGE. DID YOU KNOW THAT WE HAVE MORE THAN $41 BILLION WORTH OF PRIVATE INVESTMENTS ABROAD? THESE HOLDINGS TIE US CLOSE TO OTHER COUNTRIES AND DEEPEN OUR INTEREST IN FOREIGN AFFAIRS. THEY MAKE IT VERY IMPORTANT FOR US TO UNDERSTAND ACCURATELY THE PROBLEMS OF OTHER NATIONS, BECAUSE THEIR GOOD OR THEIR BAD FORTUNE HAS A DIRECT EFFECT UPON OUR FOREIGN HOLDINGS.

MANY FIRMS THAT HAVE MARKETS IN SUCH PLACES AS LATIN AMERICA AND EUROPE NATURALLY GIVE PREFERENCE TO EMPLOYEES WHO SPEAK SUCH LANGUAGES AS SPANISH AND FRENCH.

HERE ARE JUST A FEW EXAMPLES OF THE HUNDREDS OF ADS OFFERING ATTRACTIVE JOBS TO PEOPLE WHO CAN SPEAK A SECOND LANGUAGE:

SECRETARY
ENGLISH-SPANISH

EXCELLENT OPPORTUNITY FOR CAPABLE SECRETARY IN THE INTERNATIONAL SALES DIVISION OF WELL KNOWN TOILETRIES FIRM LOCATED IN RADIO CITY. GOOD WORKING KNOWLEDGE OF SPANISH. NEW MODERN OFFICE. FINEST BENEFITS.

GENERAL MANAGER--NETHERLANDS, KNOW GERMAN, FRENCH AND ENGLISH, VALVE MFG. TO $20,000.

CIVIL ENGINEER--10 YEARS IN DESIGN OF HYDRAULIC STRUCT, SPANISH SPEAK SO. AMER. TO $1,100 MONTH.

TRANSLATORS (2) RUSSIAN TO ENGLISH--TECHNICAL AND/OR SCIENTIFIC BKGRD. TOP NEW YORK CITY CORPN. RESUME, TO $7,000.

JOBS THAT REQUIRE A SECOND LANGUAGE ARE VARIED: TECHNICAL, CLERICAL, STENOGRAPHIC, SALES, PROFESSIONAL, INSTITUTIONAL, RESEARCH, SERVICE AND CREATIVE OPPORTUNITIES TOO.

BUSINESSMEN KNOW THAT THEY CAN BUY ANYTHING USING THE ENGLISH LANGUAGE, BUT TO SELL SUCCESSFULLY THEY NEED TO SPEAK THE LANGUAGE OF THEIR CUSTOMERS. IN FACT, MANY FIRMS IN THE UNITED STATES EVEN CARRY ON THEIR BUSINESS CORRESPONDENCE, AS WELL AS THEIR FACE-TO-FACE CONTACTS, IN THE LANGUAGE OF THEIR CUSTOMERS.

BUSINESS AND INDUSTRIAL FIRMS SAY THEY ARE FORCED TO GIVE "EMERGENCY" LANGUAGE TRAINING TO EMPLOYEES. IF YOU HAPPENED TO BE ONE OF THESE EMPLOYEES, YOU WOULD HAVE TO TRY TO MASTER A NEW LANGUAGE WITH LESS THAN AN EVEN CHANCE OF GETTING SATISFACTORY RESULTS. WOULDN'T IT BE MUCH MORE PLEASANT, AND EASIER, TOO, TO LEARN A SECOND LANGUAGE IN SCHOOL? FURTHERMORE, IF YOU POSTPONE FOREIGN LANGUAGE STUDY UNTIL AFTER HIGH SCHOOL, CHANCES ARE YOU NEVER WILL LEARN A FOREIGN LANGUAGE. REMEMBER, GAINING A KNOWLEDGE OF A SECOND LANGUAGE CAN MEAN BETTER JOB OPPORTUNITIES BOTH AT HOME AND ABROAD.

BECAUSE america participates in world affairs

AS A LEADER IN THE UNITED NATIONS AND IN INTERNATIONAL AFFAIRS, OUR COUNTRY, THROUGH ITS CITIZENS, HAS A GREAT STAKE IN BUILDING FRIENDLY RELATIONS WITH OTHER NATIONS THROUGH UNDERSTANDING THEIR PEOPLE AND THEIR PROBLEMS.

IT IS TRUE THAT NEVER HAVE SO MANY ISSUES DEPENDED ON COMMUNICATION FOR PEACEFUL SOLUTION. NEVER BEFORE HAVE SUCH VAST NUMBERS OF AMERICANS BEEN ASSOCIATED WITH PEOPLE SPEAKING FOREIGN LANGUAGES. INTERPRETERS CAN NEVER REALLY SUBSTITUTE FOR FACE-TO-FACE, PERSON-TO-PERSON CONVERSATION IN BUILDING A COMPLETE UNDERSTANDING OF OTHER PEOPLE, THEIR ACTUAL IDEAS, AND THE CULTURE THEY REPRESENT. INTERPRETERS CAN MISINTERPRET, TOO!

IN A WORLD IN WHICH COMMUNICATION AND UNDERSTANDING ARE NECESSARY FOR PEACE, BREAKING THE "LANGUAGE BARRIER" IS A FIRST STEP IN PROTECTING THE LIVES OF OUR PEOPLE AND THE WELFARE OF OUR NATION.

THE ADMINISTRATORS, SUPERVISORS, COUNSELORS AND TEACHERS IN THE FOREIGN LANGUAGE PROGRAM

ADMINISTRATORS AND SUPERVISORS

The principal is the educational leader of the school, and programs of instruction within a building cannot prosper without his administrative support and direction. The principal is the superintendent's personal representative, and the superintendent, is, in turn, the executive officer of the board of education. Supervision usually provides advisory service to teachers, principals, and superintendents to the end that the educational programs will be further improved. The formulation and direction of policy regarding the program of instruction lies principally within the administrative-supervisory staff of a district, but the implementation of instruction is the realm of the teacher. Foreign language instruction needs the specific attention, support, and direction from the district supervisor and the school administrator in order to insure that students gain the development to which they are entitled in a good foreign language program.

The ingredients of a successful foreign language program are listed below:

1. District support and direction including

    a. A supervisor or someone with delegated responsibility for leadership in foreign language instruction.

    b. Clearly stated objectives.

    c. A cooperatively designed and coordinated program of instruction encompassing several years of continuous foreign language learning.

d. Materials and instructional aids of sufficient quality and quantity to help the teacher accomplish his objectives.

2. A school principal who actively supports the foreign language teacher in his assignment.

3. A staff of professionally competent, enthusiastic teachers.

4. Students who are aware of the value of foreign language learning and who have resolved to put forth the effort required to learn another language.

How to develop a successful foreign language program:[1]

1. Consult with language experts to determine what is desirable and possible for the school.

2. Select languages which reflect as much as possible the interests of the community and for which competent, enthusiastic teachers are available.

3. Make election of language study possible for all students, not just the college bound. Language instruction should not be compulsory in the secondary school. Offer more than the minimum number of years required for college entrance.

4. Provide foreign language instruction for all students at the earliest possible grade level. It is suggested that any one or all three of the following plans be followed.

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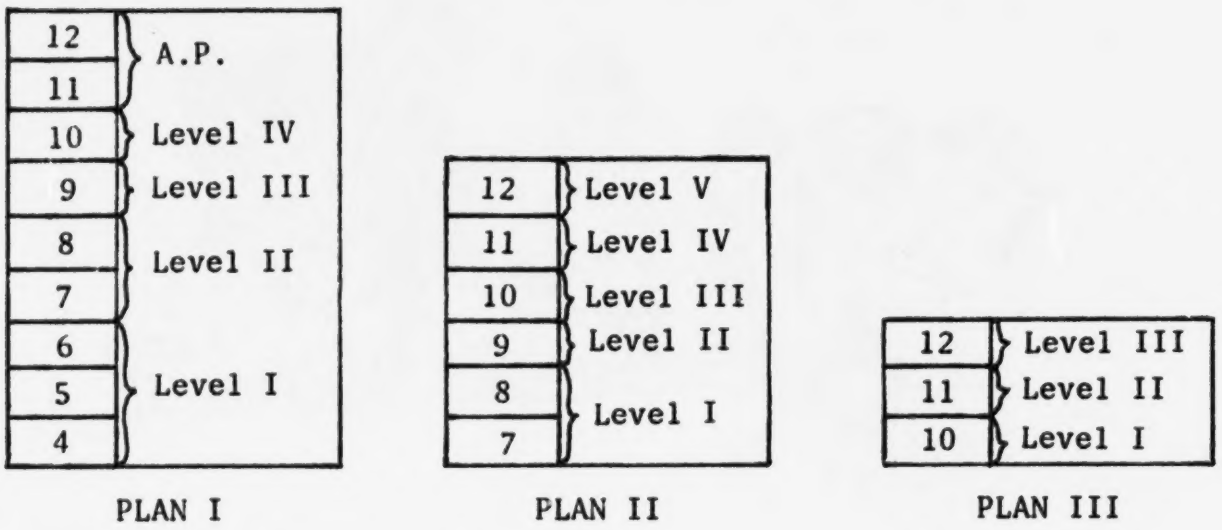
[1] A Guide for Foreign Languages, Missouri State Board of Education, pp. 16-19.



If foreign language instruction is adopted in elementary school, it is suggested that this articulated Plan I be followed. Under this plan, the student's interest remains high because he is able to experience progress and success as he advances from one level to another in a well-coordinated program. Ultimately he is offered Advanced Placement for which he may receive college credit for his efforts. This makes possible a smooth transition into university literature courses.

If the school district is unable to provide a well-articulated program in foreign languages beginning in the elementary school, Plan II is suggested. If foreign language instruction is initiated in the junior high school, there are certain advantages over starting at a later time. A well-coordinated six-year program can be offered. Students who begin at this age still have minimal interference from their native language. Most universities offer credit at a reduced fee to students who score high on the college achievement tests. Students who have completed five levels of secondary school work should easily qualify for this advantage. In most cases, he should be able to enter university literature courses.

Plan III--a Level I, II, III sequence in high school--would serve a district which could provide no more than this minimum. It would also provide additional advantage to districts which have already established an elementary and/or a junior high school beginning sequence.

Students, under this plan, would be able to continue their foreign language study in the college or university since the three years of study is more than the minimal college entrance requirement. This points to a need for careful articulation between the high school and the university.

A Level I, II, III sequence in high school also provides an opportunity for a student who has studied one language through junior high school to add another language to his program at the high school level.

5. Employ only well-trained teachers whose major interest is language teaching and who are motivated toward perfecting their own fluency and acquiring new techniques of language instruction.

6. Select new teaching materials on the basis of teaching goals continually agreed upon by district and school committee and of consultation with available resource people.

7. Involve teachers in all decisions concerning selection of language, scope, and sequence texts and materials.

8. Provide a district coordinator or supervisor who has a competent foreign language background and who is directly responsible for supervision and promotion of the program. An experienced, competent teacher in the district may be given the responsibility of assisting beginning teachers.

9. Avoid excessively large language classes, not to exceed the maximum of 25 students at the secondary level. The ideal is 10 to 15.

10. A daily schedule of seven or more periods provides the best opportunity for the maximum number of students to study a foreign language.

Administrative Considerations[2]

In developing a foreign language program, administrators should ask such questions as:

1. Is the curriculum flexible enough and are there sufficient periods in the school day to allow students to enroll in foreign

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[2] A Guide for Instruction in Modern Foreign Languages, Minnesota Department of Education, 1965, p. 67.

language classes without difficulties in scheduling?

2. Has provision been made for continuity of instruction from its beginning through grade 12 so that students may develop a <u>real</u> proficiency in the language?

3. Is the program well-articulated and coordinated between levels in any given school and/or between elementary, junior high, and senior high schools throughout the district?

4. Is a variety of evaluative techniques and instruments used such as surveys, case studies, interviews, contests, publications, reporting, and observation?

5. Is the preparation of the teaching staff adequate to meet the objectives of the program?

6. Does the school system promote participation in in-service training, night courses, summer institutes, and travel abroad, and provide compensation for teachers engaging in such activities?

7. Is adequate supervision given the program to insure appropriate and effective instruction?

8. Are parents apprised of the developing foreign language program?

9. Have sufficient space, materials, and equipment--tape recorders, record players, slides, foreign language periodicals, books, realia, and tape recordings--been provided for teachers to create a varied and stimulating program and to accommodate individual differences?

10. Are provisions made for appraising and implementing new developments and materials in the field of foreign languages as well as for overcoming existing weakness and resistance to change?

Relationships with the teacher[3]

The administrators have the responsibility of assuring teachers a situation that will produce the highest professional growth. Teachers work most effectively when they have:

1. Time to keep informed about the latest research, progress, and new materials in their field.
2. Time to work individually with students.
3. Time to prepare suitable classroom and laboratory materials.
4. Time to visit other schools with similar programs.
5. Time to participate in study groups and workshops.
6. Time to develop extracurricular activities such as language clubs and plays.
7. Time and financial assistance to attend professional meetings.
8. A budget for purchase of audiovisual materials, films, slides, foreign language newspapers and magazines.
9. Encouragement to participate in summer workshops, language institutions, and to travel.

THE COUNSELOR

Importance of foreign language study[4]

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[3] Modern Foreign Languages for Iowa Schools, Iowa Cooperative Curriculum Development Program, p. 35.

[4] Johnston, et. al., Modern Foreign Language, A Counselor's Guide, Bulletin 1960, No. 20, pp. 1-23.

Political and technological developments in the last two or three decades have necessitated a complete modification in foreign language instruction in all facets of language learning with emphasis on oral communication. Countries and peoples are now hours distant by travel, not weeks or months. Politically, peoples are clamoring for independence, higher living standards, and are looking to world powers for information and help. These developments have thrust on citizens of the United States exacting responsibilities which cannot be met until lines of communication are established. The American government, seeing the necessity of strengthening national language capabilities, initiated the National Defense Education Act of 1958. In order to correct the language deficiency in our society, it is now necessary for the American school system to achieve a great deal more in foreign language instruction than ever before attempted. If our nation is to rise to the challenge of fostering intercultural understanding including effective use of communications skills, foreign language instruction must be offered to this nation's youth. Americans can no longer insist that other people learn English in order that communication can take place.

The following facts should be considered when counseling students concerning foreign language study.[5]

1. Language study helps students to become more articulate, broadens students' cultural and intellectual horizons, and increases respect and tolerance for ideas, values, and achievements of a foreign culture.

2. Many colleges and universities are instituting, restoring, and increasing their requirements in foreign language, both for admission and for degrees.

3. All students should have the opportunity to elect foreign language study and to continue it as long as their interest and

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[5] Ibid.

ability permit.

4. Students should begin language learning at an early age. The advantages of an earlier start are greater ease in learning and the chance to develop near-native proficiency in speaking.

5. Students entering the secondary schools from an elementary school foreign language program should be given the opportunity to continue in the same language through at least a four-year sequence without interruption.

6. It is important to identify students who are especially capable in language learning in order to give them time to become linguists or other language specialists.

7. Students who may eventually become our national leaders need a high level of foreign language competency and should be encouraged to study foreign languages.

8. Students who are native speakers of a foreign language taught in schools do not benefit from the usual beginning courses designed for English-speaking students. Such students should, therefore, be encouraged to take foreign language classes designed for their special needs.

9. The particular foreign language which a student studies in school is a matter of individual motivation based on such considerations as which languages are available, family preference, community background, vocational interest, travel opportunities, and other considerations.

10. The counselor should neither suggest nor imply that one foreign language is easier to learn than another, or that one language has greater social acceptance or appeal.

11. Students should never be permitted to "shop" the language

department if their initial unsatisfactory experience in another language has been due to academic weakness.

12. The counselor is encouraged to consult with the foreign language teachers on all matters concerning the foreign language program.

THE TEACHER

The past few years have brought rapid change in the teaching of foreign languages. Both course offering and methodology now require teachers with language majors who are dedicated to their profession. As the last few years have produced such profound changes, so will the next few years produce more. Teachers must prepare continually, seek, find, and assimilate modern techniques and methods.

Not all language teachers have the same abilities, attitudes, loyalties and preparation. Realizing that they are teaching one of the most technical and difficult subjects offered in the elementary and secondary schools, language teachers of outstanding quality will:

1. Continually improve competence in language skills by all possible means, including periodic foreign residence.

2. Keep abreast of development in the language and culture.

3. Convey habitually a positive, enthusiastic attitude for teaching the language and culture, and for language learning.

4. Have a genuine interest in young people; accepts students where they are and moves ahead with them.

5. Be thoroughly dedicated to the language-teaching profession; establishes good professional relationships with total staff.

6. Understand thoroughly the basic philosophy of the program (text) being used.

7. Join and participate regularly in local, state, and national associations, including those directly pertaining to language learning.

8. Survey at least monthly the professional literature of their teaching specialists.

9. Acquire additional formal preparation through in-service workshops and course work leading to higher degrees and professional certificates.

10. Test new programs and experimental ideas.[6]

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[6]MLA Proficiency Tests for Teachers and Advanced Students (Revised)

Languages: French, German, Italian, Russian, Spanish
Level: Present and prospective teachers
Forms: Three
Administration: In specified centers on announced dates
Skills tested: Listening, speaking, reading, writing
Tape: Yes (listening and speaking)
Length: Varies from 20 to 45 minutes
Description: These tests are administered in three different combinations.

Information and tests available from the Educational Testing Service, Princeton, New Jersey 08540, and from MLA.

Sources for Assistance

In addition to a requisite set of language skills and a clear understanding of methods and techniques, the superior teacher's performance results in good student-teacher rapport and enthusiastic presentation. Suggested sources for teacher improvement are:

1. Utah State Foreign Language Guide.

2. Foreign Language specialists, district, state and nation.

3. Colleagues who are constantly striving for self-improvement.

4. Successful programs and classes in other schools and districts within reasonable distance.

5. Foreign language in-service programs, workshops, conferences, and institutes sponsored by the district, the state or by institutions of higher learning.

Cooperation

Foreign language teachers are a part of a very complex instructional team composed of administrators, counselors, other language teachers, teachers of related subjects, and parents.

PROFESSIONAL PREPARATION

Teachers should review these PMLA[7] standards for professional preparation.

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[7]"Standards for Teacher-Education Programs in Modern Foreign Languages," F L Program Notes, No. 51, pp. 1-2.

1. Only selected students should be admitted to a teacher-preparation program, and those selected should have qualities of intellect, character, and personality that will make them effective teachers.

2. The training of the teacher must make him a well-educated person with sound knowledge of United States culture, the foreign culture and literature, and the differences between the two cultures. It must also enable him to:

   a. Understand the foreign language spoken at normal tempo.

   b. Speak the language intelligibly and with an adequate command of vocabulary and syntax.

   c. Read the language with immediate comprehension and without translation.

   d. Write the language with clarity and reasonable correctness.

   e. Understand the nature of language and of language learning.

   f. Understand the learner and the psychology of learning.

   g. Understand the evolving objectives of education in the state and in the nation and the place of foreign-language learning in this context.

3. In addition to possessing the requisite knowledge and skills, the language teacher must be able to:

   a. Develop in his students a progressive control of the four skills--listening, speaking, reading, writing.

   b. Present the language as an essential element of the foreign culture, and show how this culture differs from that of the United States.

c. Present the foreign literature effectively as a vehicle for great ideas.

d. Make judicious selection and use of methods, techniques, aids, and equipment for language teaching.

e. Correlate his teaching with that of other subjects.

f. Evaluate the progress and diagnose the deficiencies of student performance.

PRINCIPLES OF FOREIGN LANGUAGE LEARNING

Knowledge of language learning will continue to evolve as further experimentation and experience provide new data. Teachers need to be aware of linguistic and psychological considerations upon which authors base their programs of instruction. Some of the principles of linguistics and psychology which appear to be of importance to foreign language teachers are discussed briefly in this section of the guide.

The objectives upon which most of the prevalent modern foreign language textbooks are based and those accepted by a majority of foreign language teachers are enumerated as listening, speaking, reading, writing, and through these, an appreciation of culture. Not many teachers know or utilize either the underlying linguistic rationale or the types of learning involved as they attempt to guide students to achieve each of the skills enumerated in the standard list of objectives.

ROLE OF LINGUISTICS

Linguistics is a science, not a teaching method; however, the findings of linguistic science can do two things for the teacher of foreign languages. The first is to provide him with the necessary information to combat various misconceptions about the nature of language and writing. The second is to supply the teacher (and the textbook writer) with accurate statements about the sounds, grammar, writing systems, paralanguage (vocal gestures) and kinesics (gestures, body motions) of the language and with information about the points of conflict between English and the foreign language (contrastive studies). Linguistics should be included in the professional training of the teacher; it is applied to language classes, but not taught formally.

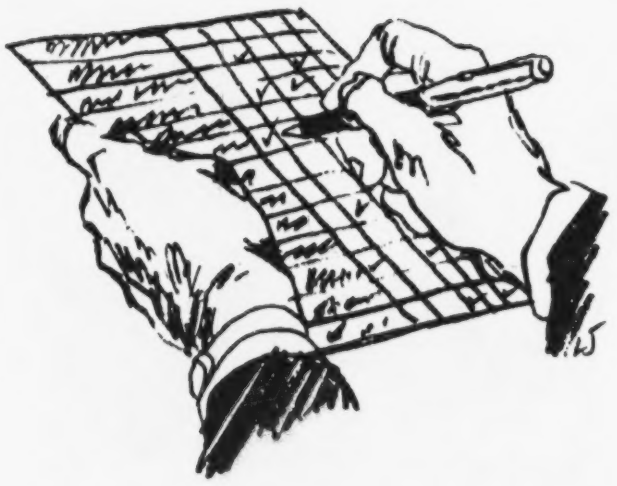
Language is so much a part of man that it is impossible to tell where language habits stop and personality begins. Consequently it is extremely difficult to examine language objectively. Because language is such a familiar part of everyday life, many teachers do not understand its nature and do not direct class activities toward the achievement of the established goals. Following is a list of facts that will help the teacher better understand the nature of language.

NATURE OF LANGUAGE[1]	MAJOR TEACHING IMPLICATIONS
1. Speech is one or more sounds made by human beings for purposes of communication. The communication is language.	1. Remember that learning to speak a foreign language is not an intellectual activity in the usual sense of the term, but learned behavior--a set of habits. Use classroom time, particularly in the early stages, in habit formation, not in talking about the language.
2. Languages are different, not only in having different words as symbols for things, but also in arranging words in different ways to express different reactions to situations.	2. Present grammar as a set of generalizations about the way a language behaves rather than as a set of rules to which the language must conform. Train the student to expect the grammar of another language to be different from English grammar, not as something universally consistent.
3. Language is more than just a sequence of words; people also communicate by such means as structure, stress, pitch, and pauses.	3. Practice pronunciation in the form of real sentences or real sentence parts. Be sure that the stress, pitch, and intonation patterns of model sentences are authentic, consistent, and appropriate to the context.
4. Changes in language depend on time, place, social, and stylistic levels. These changes are not corruptions but normal features of all languages.	4. Prepare students to recognize regional and social differences. Introduce them progressively to dialect forms, colloquial expressions, and literary styles and guide them

[1] PMLA, "F1 Program Notes: A Dozen Facts About Languages," March 1964, 70:A-14.

NATURE OF LANGUAGE	MAJOR TEACHING IMPLICATIONS
Different languages have different taboos and reflect different world views. For example, in ancient Hebrew the word for God, IHVH (Yahweh), was unmentionable; another word was always substituted for it. In English, by those who use the expressions, Lord! is considered milder than Good God! although they mean the same.	in the appropriate use of each. Assure students that a home variety of the second language (dialect) is not inferior, merely different, and may be used in appropriate situations. Whenever appropriate, utilize the findings of linguistics in order to gain more ready access to the great ideas and literature of a language.
5. Speech and writing are different, though related, language systems. In all languages, speech preceded writing. Most of the world's languages still have no written systems.	5. Teach writing in terms of speech and not speech in terms of writing.
6. Language cannot be interpreted simply as a function of race. Primitive peoples do not speak "primitive" languages. The languages of simple cultures ("primitive peoples") are not necessarily simpler than the languages of highly complex cultures. English sounds just as strange to a foreigner as his language sounds to monolingual speakers of English.	6. Do not make such relativistic value judgment as "the Germans say this backwards" or "the Spanish people are illogical in the use of the double negative." Do not recommend such distortion or gross oversimplifications as "Hold your nose while saying certain French sounds" or "Clear your throat when saying that sound."
7. Words for "the same thing" in two languages are not "equal to each other" unless basic meanings and connotations both correspond--and they seldom do.	7. Emphasize "equivalent meaning" rather than word for word translations.
8. A native speaker is usually not aware of the grammatical	8. Do not assume that a person qualifies as a language teacher

NATURE OF LANGUAGE	MAJOR TEACHING IMPLICATIONS
complexity of his own language. He has mastered patterns subconsciously and is usually insensitive to the problems encountered by non-native speakers of the language. Mere practical control of a language does not qualify anyone--not even a native speaker--to make meaningful statements <u>about</u> the language.	merely because he is a native speaker of that language.
9. Language is culturally acquired. Meaning given to vocal symbols cannot be separated from the culture of the language community.	9. Teach the meaning content of the second language as it has developed in the culture where the language is spoken natively. For example, <u>petit dejeuner</u> is not the same as "breakfast." <u>Brot</u> is not the same as "bread." <u>Peso</u> is not a "dollar."
10. Lexical meaning, expressed by selection of words (tall man, short man), must be distinguished from grammatical meaning, expressed by their inflection (speak, spoke) or arrangement (house dog, dog house).	10. Teach the vocabulary in situational context which clarifies basic meaning and cultural implications. Do not teach long lists of isolated words with English translation.



PRINCIPLES UNIQUE TO FOREIGN LANGUAGE TEACHING[2]

1. The learning of a modern foreign language is a single discipline with its own objectives and learning procedures, its own characteristic content and expected outcomes. The learning of the mother tongue and the learning of a classical language are separate and distinct from this.

2. Language competence on the part of the teacher and effective instructional materials are basic necessities. Equally significant is the manner of presentation to the learner.

3. The skills of hearing, speaking, reading, and writing are all involved in language behavior. In the audio-lingual phase, language functions purely on its own. The visual-graphic phase is ancillary to language and important to it, but it can easily be foregone, just as it is in the daily life of each individual. All four skills should be taught in a carefully prescribed sequence and proportion of allotted time.

4. Increment learning is particularly significant. One does not learn by making mistakes, but rather by giving the right response. If this can be given promptly and easily, with little or no waste in terms of wrong response, learning is quicker and better.

5. A principal objective is to use the foreign language as it is used in the foreign culture, in which, obviously, English plays no part at all. Nevertheless, in order to establish semantic meaning at early levels, some use may be made of English.

6. All four skills should be measured. Ways of testing with suitable accuracy the ability to listen with comprehension and to speak have recently been developed. Tests of reading and writing are constantly being improved, with increased emphasis being placed upon recall and active performance.

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[2]Nelson Brooks, Teacher's Manual, ALM German Level One, New York: Harcourt, Brace & World, Inc., 1961, pp. 2-4.

7. Thinking, composition, and literature have qualities and dimensions of their own that must be identified separately and related appropriately to language in subsequent levels.

PSYCHOLOGICAL CONSIDERATIONS

Language is almost as natural as sleeping and breathing. Language permeates our inner lives and is an indispensable factor in human relationships. If language is considered to be behavior, then psychology, the science of human behavior, must have a great deal to say about this human characteristic which has both mental and physical aspects. Human beings are not born with language; it must be acquired. Memory, habit formation, innate ability, and motivation are factors which influence language learning. When language learning is related to the teaching process, it becomes evident that language is neither individual behavior nor group behavior, but both. Teachers need to know what progress is being made as a result of instruction, and they, therefore, need to measure the learning acquired by the student.

The following ideas about learning psychology are provided with the in-service-workshop goal in mind. These should be explored and discussed so that foreign language teaching and learning will improve.

Certain types of learning interact and dominate at times in the development of specific language skills, and efficient teaching of foreign language is fostered if the teacher understands the types of learning and how they apply to unit and lesson planning. Professor Asahel D. Woodruff treats four basic types of learning which should be involved in foreign language teaching.[3] They are (a) concept

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[3]Asahel D. Woodruff, Basic Concepts of Teaching, San Francisco: Chandler Publishing Co., 1969, pp. 115-173.

formation, (b) symbolic or associational learning, (c) motor manipulation, and (d) habit formation. Professor Woodruff's treatment of these types of learning is very detailed and should help groups of foreign language teachers in in-service workshops to improve their unit and lesson planning.[4]

Professor Leon A. Jakobovits[5] treats the controversy in teaching methods between the cognitive-code advocates, including the transformationalists, and the stimulus-response-reinforcement advocates. The difficulties can probably be resolved by applying the best aspects in these camps to foreign language teaching. This means a careful plan using the four types of learning with a good affective climate.

The diagram on page 32 shows the interrelationship of the five types of learning with the ever-present affective domain and should be helpful in indicating that all these aspects are involved in foreign

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[4]Other very helpful sources discussing types of learning and unit and lesson planning are:

B. S. Bloom, et. al, Taxonomy of Educational Objectives, N. Y.: McKay, 1956. (Treats the classification of educational objectives)

Robert M. Gagne, The Conditions of Learning, N. Y.: Holt, Rinehart and Winston, 1965.

Frank M. Grittner, Teaching Foreign Languages, Harper and Row, 1969, pp. 327-340. (Treats interaction analysis which is helpful in the measurement of affective domain--emotional interaction--in educational objectives.)

Robert F. Mager, Preparing Instructional Objectives, Fearon Publishers, 1962.

Gertrude Moskowitz, The Foreign Language Teacher Interacts, Association for Productive Teaching, 1040 Plymouth Building, Minneapolis, Minn. 55402. (Treats interaction analysis which is helpful in the measurement of affective domain--emotional interaction--in educational objectives.)

[5]Leon A. Jakobovits, "Research Findings and Foreign Language Requirements in Colleges and Universities," Foreign Language Annals, II: 436-439ff, May 1969.

language teaching and learning. Careful analysis of the diagram should indicate to the teacher:

1. That in teaching any basic dialog, certain concepts (See Woodruff) are involved: i.e. situation, culture and grammar.

2. That the words and sentences, paralanguage (loudness or softness and other effects of voice) and gestures or other body or facial movements have unique meaning (symbolic and associational meaning.)

3. That pronunciation and intonation require psycho-motor manipulation utilizing muscles and positions which often need no verbal explanation but simple imitation; however all foreign language teachers should be able to assist students in making individual and multiple (clustered) sounds by explaining what to do.

4. That habit formation is perhaps the most important foreign language experience in that the other three types of learning are initial experiences which require long, diligent, and alert practice to habituate the skills and concepts and symbols. The practice is a long process that requires the best of teachers and students to keep vital and worthwhile.

The following involve the types of learning:

1. Beginning Experiences

    Basic situation presentation
        Dialog learning
        Implementation of dialog elements
            Question-answer
            Rejoinder
            Personalization
        Grammar
            Structure presentation and generation (organic approach)

Pattern drill
Inductive generalization (functional approach)
Conversational stimuli
Reading and writing
Machine-aided learning
Testing

2. Intermediate Experience

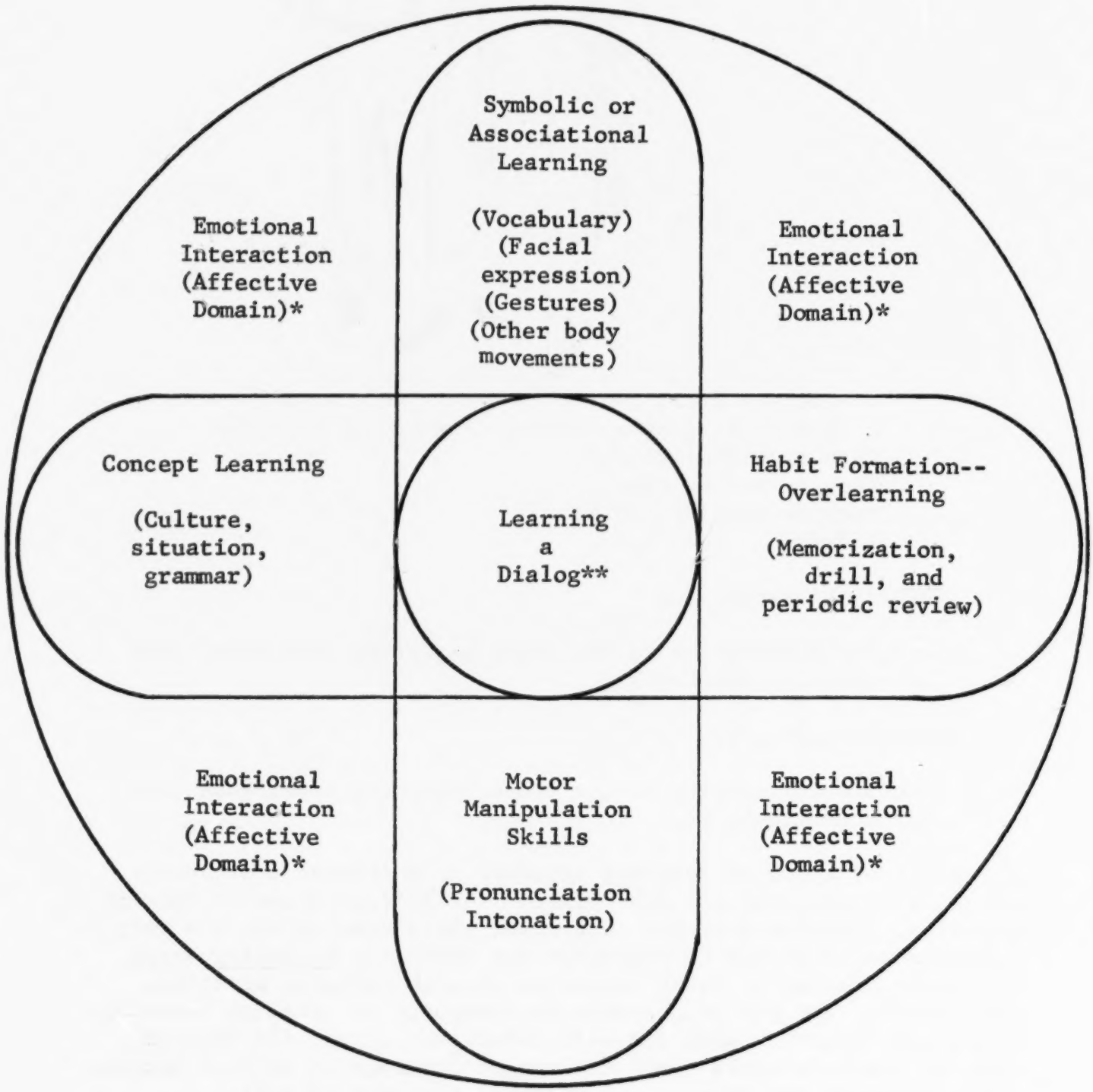
   Similar delineation to the above beginning experience (see intermediate textbooks).

3. Advanced Experience

   Similar delineation to the above beginning experience (see advanced textbooks.

When all four types of learning interact in a favorable affective domain, real progress can take place. The initial steps in concept formation, symbolic learning, and motor skill development are very important and must not be neglected but these are <u>beginning</u> steps. The longer process of habit formation through diligent practice, overlearning, and periodic review is paramount in language learning. If concept formation were the main objective, almost all foreign language teachers would speak the target language as natives because they understand the grammar and cultural concepts so well.

INTERRELATIONSHIP OF
FIVE TYPES OF LEARNING
IN A TYPICAL LANGUAGE CLASS ACTIVITY



* All learning activity includes emotional interaction, that is it is in the affective domain.

** This diagram centers on learning a dialog, but any aspect of foreign language learning can occupy the center, i.e. practicing a pattern, reading a narrative, adapting a dialog, and the like.

PSYCHOLOGICAL PRINCIPLES OF LEARNING

I. REINFORCEMENT

People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

First impressions are often the most lasting. This means that those first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and insure that the students learn it right the first time.

The more often an act is repeated, the more perfectly and quickly a habit is established. Practice makes perfect--if the practice is the right kind.

A skill not practiced or knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly-gained knowledge or skills. Important items should be reviewed soon after the initial instruction.

II. OBSTACLES TO LEARNING

Certain feelings, emotions, and attitudes of students may be obstacles to learning. Some of these cannot be controlled by the teacher but the following can:

A. Boredom

The work may be too hard or too easy. The teacher may have failed to motivate the students or to keep their attention.

B. Confusion

The teacher may create confusion by presenting too many or overly complex ideas. Contradictory statements or failure to relate one step to another also can confuse students.

C. Irritation

Annoying mannerisms of the instructor, poor human relations, interruptions, and delays can create this obstacle.

D. Fear

Fear of failure or of getting hurt are common obstacles to learning. Being certain that each student experiences some success each session is important.

III. FACTORS AFFECTING LEARNING

Such factors as practice, habits, retention, transfer, discrimination, motivation and interference affect the learner and the learning condition. The following are examples:

A. Language habits developed will depend on the correctness of the models given to the student to imitate.

B. Acquiring a new habit or behavior is brought about by conditioning--stimulus-response--and reinforcement--reward.

1. If the learner knows what he is doing and the purpose for doing it, the simple fact of knowing that he is doing it correctly is a reward in itself and will reinforce his behavior.

2. Rewarding the desired response increases the probability that the response will be repeated again in a similar situation.

3. The real skill of the teacher is shown not in correcting or punishing but in creating situations in which the learner cannot help but respond correctly.

4. It is equally important to realize that erroneous responses, if not corrected immediately, persist.

C. Meaningful practice exercises must incorporate frequent repetition to bring about enough overlearning to guarantee retention, particularly in the initial learning experience and in programmed, periodic review.

D. To secure retention, students should review frequently, at short intervals, almost immediately after the original learning and then after longer and longer intervals as the time from the original learning increases. Check lists are needed to remind teachers of what has been presented, when it was last reviewed, and how often it has been reviewed.

E. It is possible to practice a skill perfectly but so differently from the way it is actually used that there is almost no transfer from one situation to another.

1. Transfer cannot be taken for granted.

2. The student's ability to analogize and to see applications depends upon his background of experience, his level of insight, and his previous conditioning in this direction.

F. When one's native language impedes the learning of a second language, the phenomenon is known as interference. This interference transfers automatically to the second language.

1. Interference can be almost negligible as in the case of the bilingual (who learned the language in childhood); therefore, foreign language should be taught at an early age. The earlier learning begins, the better.

2. The teacher must be aware of the points of interference and give special emphasis to them.

3. The automatic use of the mother tongue must be drilled out.

4. The mental set of the class must be completely in the foreign language environment. Use of English must be discouraged.

G. Learning is more efficient when the learner proceeds from the simple to the complex.

1. See the total configurations first.

2. Drill the parts.

3. Put the parts back into the total configuration.

4. Practicing and overlearning the segments do not guarantee a mastery of the total configuration.

H. The student's ability to perceive configurations or patterns and his ability to discriminate and to generalize can assist him immeasurably in acquiring a new language.

1. The student is made conscious of the structure of the language and how it follows definite patterns.

2. More exercises and analogies are necessary for students of limited linguistic ability.

I. Learning to do involves doing. Students don't learn as a result of what teachers do, but as a result of what teachers motivate them to do.

1. Teachers need to think seriously about the arrangement and length of time spent on learning tasks such as drills and practice exercises in language classes.

a) Studies show that for best results practice should be spaced. A few drills and practice exercises daily for a week will give better results than many such drills and exercises concentrated in one long session.

b) Frequent short practice sessions generally produce greater learning. The optimal length and spacing depend on the kind of learning task and the age of the learner.

c) Sometimes long sessions are favorable if the task is highly meaningful; that is, (1) when new insights are gained, (2) when the material has been previously overlearned but during a prolonged time interval the forgetting has been great, (3) when peak performance is required on tasks already known, or (4) when prolonged warm-up periods are necessary to become involved in the task.

J. The unknown cannot be appreciated or experienced except in terms of the known.

1. Technical grammar terminology can be more difficult at times than the foreign language itself. "The second person singular subject pronoun" can more easily be understood if reworded "the world you." Instead of saying "the definite article," it is much clearer to the student to say "the word the." There is no objection to understanding the grammatical or linguistic concepts if they are part of the experience of using the language. Reducing grammatical terminology to a minimum is an important need in the learning of foreign languages.

2. Foreign utterances are best learned and retained when presented in context, in association with objects, actions, and conditions which are their referents.

3. Practice exercises become the prototype for the unit of behavior or language the learner wants to acquire.

4. A great help in acquiring meanings in language learning is the development of experiences with the use of visual aids such as charts, illustrations, filmstrips, slides, and short films.

5. Teachers must help students avoid the pitfall of rote learning by adopting the following measures:

   a) Developing meaning and understanding.

   b) Patterning the material in the dialog rather than allowing it to be unorganized.

   c) Relating the new to what has already been learned.

   d) Relating materials in the dialog to the practical activities of the learner.

K. Interest and motivation are crucial in any learning program that extends over a period of three or more years.

1. Students are thinking and feeling as they undergo the learning process; the more positive his thinking and feeling are, the better his retention will be.

2. False goals, e.g., an "A" on a report card, are likely to engender quick forgetting of the language since the immediate goal has been reached.

3. Lesson content is highly important.

   a) Content should develop significant insights, attitudes, and interests in the contemporary life of the foreign culture and society.

b) The content should be appropriate to the maturity of the learner.

c) Motivation becomes more difficult if the teacher limits the task to a set of materials to be learned in the classroom.

(1) Learning occurs in a larger setting.

(2) The whole school situation should be considered, including extracurricular activities, out-of-school activities, and community activities.

d) Using the language means exchanging words and ideas with someone else--a listener, a reader, a correspondent, or a group of persons and not just a concern for reciting "when my turn comes."

4. Students should feel that they are making progress toward goals and objectives they themselves have accepted.

5. Teachers should note the characteristics of the students with whom they are dealing.

a) Children's interests are varied, e.g., the space-age marvels, animals, the workings of nature, fantasy, things historically remote, television advertising slogans. (Note the following section on child growth and development and implications for foreign language teaching.)

b) Adolescents have long-range goals--college entrance, choice of occupation, community activities--which take the place of transient interests.

6. The personal motivation and enthusiasm of the instructor must be such that he is capable of inspiring his students.

L. The slow, orderly unfolding of the human being physically and psychologically indicates that <u>readiness</u> to learn is extremely important.

1. The use of language is dependent upon the maturation of the neuro-muscular connections.

2. The learner's ability to symbolize at the verbal level, to analyze, to discriminate and generalize about what he has learned indicates learning tasks to be assigned at different readiness levels.

3. The teacher must be careful not to teach all he knows about an aspect of language at any one time. He programs the aspects to be experienced and to be reviewed over an extended period of time.

SPECIAL SUMMARY STATEMENT

Foreign language teaching has been an area of furious action in the past decade. An incredible amount of information concerning language itself, language acquisition, and language teaching has resulted. A new teacher, faced with such an array of materials, some of it conflicting, is understandably awed and confused as to what course to take in his own class. A typical reaction is to skirt the issues entirely and teach the same way he was taught. To ignore the information available, however, would be tragic because certainly there is room for much more effective teaching. Techniques and materials must be continually improved. Certainly, one does not wish to remain static. Even teachers who have embraced one of the "new methods" cannot tie themselves to the past, or even the present; certainly new information and techniques which should bring us greater success will continue to be identified and developed.

Undoubtedly there has been a shifting of emphasis and of goals in the past decade. The failure of the grammar-translation approach to produce ability to use the language, its neglect of the aural-oral skills resulted in the reaction (perhaps over-reaction) that has been called the audio-lingual approach. This movement has been quick to make use of information provided by modern linguists, to make use of electronic equipment, to make use of modern psychological theory in the area of language acquisition, and has placed emphasis on the practical values of a fluency in the language. Most of the texts written in the past years have been prepared for an audio-lingual approach.

The committee which prepared this guide feels that the audio-lingual approach (or certain modified forms) will be most successful in bringing a language teacher to the goals stated herein. A beginning teacher could do no better than to teach with an audio-lingual text and follow quite closely the recommended techniques.

As the teacher gains experience, he will perceive areas where he will need to work to achieve the balance needed to achieve his goals. Beginning and experienced teachers alike should be open-minded and eager to find and try new ideas. Excellence in teaching and a constant effort toward specific goals usually bring success. Although one approach may be more effective than another for reaching certain goals, quality teaching is more important. It is hoped that use of the information presented in this guide will contribute significantly to the achievement of that high quality teaching.

CHILD GROWTH AND DEVELOPMENT IN RELATION TO LANGUAGE LEARNING[5]

Teaching a foreign language to children requires not only a fluency in the language and a proficiency in foreign language teaching methods, but also insights into the developmental characteristics of the children being taught. At different levels of development, children possess greater readiness for certain aspects of foreign language learning. Teachers should capitalize on this readiness and use these insights, to ensure more effective learning. The following is a classification of some of these characteristics of the child from age eight to seventeen and the corresponding implications for the foreign language teacher.

(*Note: This list assumes that a child begins second language study at an early age and grade level (FLES). Some of the characteristics noted may begin developing at the age indicated and continue into other stages of maturation. It should be kept in mind that this is a list of general tendencies and may or may not represent the developmental pattern of any one specific student.)

AGE

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
The Eight-Year-Old	
Is aware of racial status and nationality; shows inherent sympathy and insight into other	Create a "Cultural Island" demonstrating through daily habits of manner and speech the child's

[5]"The Pupil: Child Growth and Development in Relation to Foreign Language Teaching," A Guide for Foreign Languages, Missouri: State Board of Education, pp 21-35.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
cultures; can project own life interests into those of children of other lands; is delighted with similarities.	world in the foreign culture. Maintain authenticity of patterns.
Learns through concrete situations; is able to plan and present fairly complete dramatic representations; impersonates to appraise his developing attitudes.	Vary classroom activities with skits, dialogues, and role-playing.
Expects and asks for praise.	Ensure success of each child. Do not put him on his own too soon or isolate needlessly through individual competition.
Is more rapid in responses; listens closely to adult talk.	Provide good models of speech, preferably by several voices.
Is interested in doing many things but does not have sustaining power of nine-year-olds.	Vary each session with several interesting activities. Never use a single technique to exclusion of all others. Disguise drills in games, songs, and skits.
Is interested in clothes and in buying new ones; is intrigued by money and buying and selling.	Use this interest for more than teaching a list of articles of a clothing store and act it out, for example.
Is spontaneous in competition;	Introduce games involving mild

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
enjoys taking turns; insists on fair terms; is beginning to segregate on a sex basis.	competition which will allow success. Employ chain drills. For fair play have a boy choose a girl and a girl choose a boy.
Likes to classify, arrange, and organize; experiences more interplay between school and home.	Choose vocabulary material that can be used at home or school; be sensitive to child's interests.
Enjoys nonsense rhyming; likes to memorize.	Take advantage of this quality by choosing clever material for memorization. Introduce humor.
Is ingenious in making new rules and inventing games.	Allow for creativity and originality by permitting the children to devise some of their own activities.
Likes pictorial magazines and the radio.	Plan stimulating visual materials. Use "Broadcasting" device to enliven dialogues.
Learns from mistakes of others, including those of the teacher.	Utilize errors as opportunities to extend learning (often in humorous context).
Likes to have teacher a part of activities.	Make group responses interesting and fast paced. Join in with students. Occasionally reverse roles of teacher and pupils.
Uses telephone.	Use toy telephone or teletrainer sets (available at Phone Co.) for practice.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
The Nine-Year-Old	
Demonstrates strong self-motivation.	Stimulate the development of acceptable and mature motivation. Refrain from "over" challenging.
Likes to do the same thing repeatedly; is intensely realistic; enjoys reading for facts and information.	Devise interesting drills. Relate conversational material to real life more than to fantasy. Introduce more detailed facts concerning foreign customs, geography, etc.
May hate to stand before class; is more competitive as member of group than individual; cannot always recall immediately.	Use judicious "coaching." Don't put student on the spot. Plan group games and recitation.
Works more independently at school; likes adult supervision of group games rather than sharing activity.	Assume friendly but more aloof role. Occasionally plan small-group activities or allow several small groups to plan and practice dialogues independently.
Forms groups on basis of segregated sexes.	Avoid pairing off boys and girls. Allow independence in formation of small group.
Shows more ability to carry a task through to completion.	Require mastery in memorization and presentation of dramatic skits in finished form.
Has mastered most number combinations.	Gear number work to skills already acquired in arithmetic.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
The Ten-Year-Old	
Has basic skills well in hand.	Plan introduction of reading for those who have had approximately 100 hours of conversational study of language.
Works with speed; has longer attention span.	Require mastery of more material.
Likes mental arithmetic.	Work for real mastery of number terminology and computation.
Has a good sense of co-operation and will abide by group decision.	Foster whole-group feeling through class projects.
The Eleven-Year-Old	
Shows unevenness in performance; is easily fatigued; has short attention span.	Provide physical movement through dramatization, the carrying out of oral commands, simple dances and games.
Thrives on competition is interested in his standing in group; prefers mechanics of math to solution of problems.	Use group participation rather than individual. Treat spelling, math, geography orally.
Is better at rote learning of specifics; likes work related to reality; prefers current to past information.	Employ oral stories, cultural materials, folk stories, spell downs, work problems, and vocabulary games.
Loves to sing.	Sing folk songs and rounds. Play recorded music.
Has enthusiasm for physical activity and sports.	Gear vocabulary units toward sports. Participate in actual sports if possible.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
Works for good grades; shows self-satisfaction in doing well; has a certain amount of intellectual curiosity.	Encourage competence and achievement rather than working for grades.

The Twelve-Year-Old

Is more cooperative and dependable; has periods of fatigue in everything he does; dislikes strongly those making demands.	Limit amount of homework but give extended, individualized work to superior pupils.
Increasingly needs more informational material; is better able to arrange, classify, and generalize; likes to talk; has high initiative; is ready for social studies.	Offer more detailed study of countries speaking languages. Encourage pupils to subscribe to foreign-language newspapers and periodicals designed for this age group.
Enjoys singing in harmony.	Use songs with words with harmonized scores.
Needs firmness and control.	Stress overlearning and mastery.
Likes things that are funny.	Use simple humor and plays on words. Introduce materials which show the foreign sense of humor. Have students prepare own captions for (to) humorous material.
Exhibits wide range of interests; wants to be self-reliant and often likes to work independently.	Encourage interest in special areas use of library and community resources. Promote activities in foreign language such as radio programs, films, and concerts.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
The Thirteen-Year-Old	
Studies more independently of contemporary group; often seeks special projects and assignments.	Make extensive materials available for individual study. Read supplementary stories. Make class reporting in the language a common practice.
Has ups and downs, unpredictable moods and behavior.	Be patient and understanding.
Is less willing to recite and perform before others; meditative; is more quiet and withdrawn; has feelings easily hurt.	Encourage expression in the language. Avoid letting students remain outside the group.
At times becomes crisp and sardonic in humor; is especially good at sarcasm.	Avoid individual students being hurt by group ridicule; utilize simple folk humor.
Has thought about future career and about marriage.	Discuss family living in the foreign country along with socio-economic conditions, occupations, opportunities for travel and foreign service.
Is "crazy about" (likes) sports and fads.	Examine typical sports and engage in actual play if possible.
Is interested in creative expression.	Study great men of science and medicine of foreign country. Compare modern-day dress with traditional costume.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
The Fourteen-Year-Old	
Is expansively enthusiastic, energetic, sociable.	Promote group use of conversational material. Present everyday-life situations.
Shows strong feelings toward peer group.	Emphasize boy-girl and other social relationships in foreign land.
Is noisy; enjoys interaction between girls and boys (girls more interested in boys than vice versa, however).	Diversify material, furthering group and individual participation. Use group spirit to motivate improvement in pronunciation, enunciation, intonation, and thought content in conversation. BE CAREFUL IN PRESENTATION.
Thrives on a variety of programs.	Vary methods of presentation, using such activities as planned skits, games, more sophisticated songs, definitions in foreign language, films, cultural tapes, and visits by native speakers.
Shows less interest in broad social studies; has great interest in any material with psychological slant; likes to relate what interests him to his life.	Emphasize oral drill vocabulary, and cultural materials; let students read materials in the language involving strong personal interest.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
Has extensive overlapping of his activities; is in danger of overextending through poor planning.	Give frequent oral quizzes and in beginning classes, few written tests.
Has headaches which may occur when he is unable to adjust to demands of environment; becomes emotionally excited... (This may result in illness or dizziness).	Since most ailments disappear when student gets into activity, provide a change of pace or activity.
Often likes to exercise self-expression in public speaking, in dramatics and in giving reports.	Conduct such activities as short extemporaneous skits by groups of three or four on a given subject; have plays prepared outside classroom and oral reports on current events.

The Fifteen-Year-Old

Is often extreme in his attitude toward school; is enthusiastic and whole-hearted or hostile, rebel-lious, and indifferent.	Provide for individual differences. Capitalize on any spark of interest in the indifferent student.
Displays intense allegiance to peers and to team.	Try game-type learning in audio-lingual situations. Offer short plays to help fulfill team spirit.
Is stimulated by the chance to air his opinion and	Conduct short discussions in target language on such subjects

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
beliefs in panel discussions.	as current events and attitudes or showing contrasts and similarities of ideas between the two peoples.
Shows indifference; speaks with soft voice; may seem lazy or tired.	Be aware of retiring students and help them to participate. Encourage projection of voice and personality.
Undergoes the fifteen-year-old SLUMP (a period of psychological discouragement based on confused self-criticism and physical changes).	Recognize this slump as a temporary situation of from four to eight weeks or longer. Make allowances.
In a rising spirit of independence may initiate conflicts between himself and teacher during this "SLUMP" period.	Maintain sense of humor. Recognize attitude of rebellion against authority. Don't take rebellion personally.
Wants to improve ability to study and to concentrate.	Give emphasis to methods of study. Give ample time for completion of projects.

The Sixteen-and-Seventeen-Year-Olds

Are intent on becoming independent; no longer need to demand liberty and independence; are concerned with school examinations; often cover up their true feelings.	Avoid placing them in embarrassing situations. Exercise care in administration of examinations.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
Are interested in "here and now" and job to be done today; show interest in activities within adult patterns.	Encourage them to attend carefully-selected lecture related to language or country and films. Have them read literature in the language and investigate travel opportunities. (Advanced levels)
Begin to enjoy analyzing plays.	Analyze literature by discussing style, character, and content to develop feeling of language and shades of meaning. (Upper levels, especially level 3 on).
Are sometimes slow in maturation; need encouragement and recognition.	Arrange individual conferences to assure of capabilities.
Are interested in how school is run.	Study governmental structure and school systems of countries.
Are most concerned now with outside activities.	Organize language clubs. Add incentive through displays and assembly programs. Solicit pen pals from the foreign country.
Are now interested in getting better grades; frequently are motivated to better achievement by extending goals.	Have materials available on educational and occupational opportunities in foreign language field.
Are now more self-possessed; display greater self-reliance.	Expect students to pursue individual projects and carry out assignments with less supervision. Encourage them to take initiative in arranging conferences for remedial help.

CHARACTERISTICS OF CHILD	IMPLICATIONS FOR TEACHER
Show greater range of interests.	Play and discuss more serious music. Show and discuss art, both ancient and modern. Allow the students to give reports on science and modern advancements. Utilize team-teaching and coordinate resources with other faculty. Have guest lectures followed by discussions in foreign language. (upper levels)
Are more tolerant of world in general; are more oriented toward the future.	Discuss differences in cultures. Set up discussions on political, economic, and social problems.
Are completing the major growth cycle which began with year ten and will continue to move gradually toward maturity for another five years.	Adapt materials and procedures to the needs of individuals and to fit the gradual maturation pattern.

CULTURE

Study of a people through the foreign language can give students an intimacy that they cannot get through other disciplines, for example, history. The students get to know a people in greater detail in foreign language study than through the social studies. Foreign language students focus on the civilization of one people. Though the social studies could be limited to study of one group or country, this is generally not the case because of time limitations. The social studies, then, make a broad contribution to international understanding. The foreign languages make a specific contribution. Meaningful knowledge of the civilization of the people whose language is studied is a vital part of the foreign language sequence.[1]

CULTURE AND CONTEMPORARY SOCIETY[2]

Culture had been defined as "the total belief and behavior pattern of a language community."[3] It must not be considered as limited to the arts and humanities. In any language community, the habits, manners, values, ideas and common objects comprise what can generally be considered the society's culture.

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[1] Peter F. Oliva, The Teaching of Foreign Languages, pp. 163-4.

[2] Foreign Language Guidelines, Washington Department of Public Instruction, pp. 34-35.

[3] Nelson Brooks, Language and Language Learning, p. 268.

Language, a basic element of any culture, is the principal means through which the culture can be transmitted. Language as the carrier and recorder of the culture is its most important element. So closely interwoven are the two that many expressions cannot be understood except in their cultural context. Indeed, of all the aspects of culture, language is at once the most readily definable and teachable in structural terms, and the most accurate mirror of the extent to which the speaker feels at home in the culture as a whole.

In addition to the spoken and written forms, culturally important parts of language and its physical and visual aspects, paralanguage and kinesics. Paralanguage includes the vocal qualifiers conveyed by the voice, not through words but through such elements as pitch, tone, intonation, and so on. Included in kinesics are the non-vocal body movements that play a part in communication, such as hand gestures, raised eyebrows, shoulder shrugs, pursed lips, a change in stance or the way in which people look at each other when speaking.

Humor also varies in different cultures; and the patterns of jokes, irony and whimsy are often confusing to a foreigner. Sensitivity to these differences is necessary not only for understanding the spoken language but also for appreciation of the literature.

A better understanding of cultural patterning in general is becoming available to the language teacher as a result of anthropological, sociological and psychological research.[4] The absorption of these cultural patterns and overtones, along with acquisition of linguistic skill, must be so integrated that the learning results not in a series of memorized facts but in a true understanding of the total cultural pattern. The student of either a classical or a modern language cannot be at ease in using the language unless he "feels at

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[4]Robert Lado, Linguistics Across Cultures, Chapter 6.

home in the culture."

Although culture and society may seem synonymous, there is a difference. While culture designates all the ideals and the total behavior of a people, society refers to a people bound together by a social and political order. Let us consider some examples. Some modern countries have the same cultural roots while their present day societies differ.

The cultures of ancient Greece and Rome have persisted as a living force in Western civilization and their languages are still valued as conveyers of their traditions, yet their societies no longer exist. On the other hand, the United States has the same society but varying cultures which are reflected in regional dialects and vocabularies and in differing behavior patterns.

In the study of a foreign language, familiarity with the established relationships among the people and with the present day economic and political patterns is essential to well-rounded understanding. Current publications are the most valuable aid to an understanding of the contemporary scene.

The sympathetic understanding of a foreign culture leads to acceptance of differences and cushions the cultural shock which often occurs when an individual first comes in actual contact with an entirely new way of life. In other words, the student should overcome his readiness to be irritated by the new and strange.

Understanding of another culture leads to personal enlightenment that will last long after the completion of formal language study. The student not only learns to respect the values and customs of other countries as being as valid as his own, but he also develops a more objective understanding of his own culture and a realization of the interrelationship of cultures, the contribution of other cultures, both classical and modern, to his own, and of his culture to others.

When accepting and respecting differences between cultures, the student develops an awareness of the universal quality of human problems and the basic oneness of the human race.

FORMAL CULTURE AND DEEP CULTURE[5]

To distinguish between two different aspects of culture, the terms formal and deep are used. Formal culture refers to the products of artistic endeavor; achievements of intellectual and artistic genius; deeds of heroic valor; concepts of lofty spirit; and various modes of significant thought, genteel living, and racial vigor. These are matters of which a country or nation is fully aware and justly proud. Everyone is informed about the formal culture and is quite willing to discuss, to display, and to send examples abroad to be admired and emulated. Deep culture, on the other hand, refers to the thoughts and beliefs and actions; the concerns and hopes and worries; the personal values; the minor vanities and the half-serious superstitions; the subtle gradations of interpersonal relationships as expressed in actions and words; the day-by-day details of life as it is lived--often with little or no awareness of these details--at home and at school, at work or at play, in church and in celebrations, in childhood or manhood, in battle or in peace, in country or in city--in short, deep culture portrays what it is like to be a Russian, a Mexican, or a Japanese.

We may conclude that culture in terms of the "best" and culture in terms of the "all," though decidedly different, are actually closely interrelated. For the language learner, no full understanding of

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[5]Nelson Brooks, "Culture and Language Instruction," Teacher's Notebook, (New York: Harcourt, Brace & World) 1966.

meaning is possible without an extensive analysis of what is referred to by both the formal and the deep. The role of language is as important in one as in the other.

INSTRUCTION IN FORMAL CULTURE

Following are some of the subjects that are part of what is called formal culture:

literary landmarks
the contents of museums
musical performances
art exhibitions
ballet dancing
public addresses
holidays and parades
national shrines and monuments
churches and worship
schools and charities
business, industry, finance
military life
diplomatic and civil service
organized politics
national sports
medicine
lawmaking and legal justice

INSTRUCTION IN DEEP CULTURE

Deep culture includes such matters as:

family ties
friendships
milestones in personal life:
    birthdays, weddings,
    funerals
bravery and cowardice
pride and self-respect
humor
gestures of:
    welcome or hostility
    approval or disapproval
    affection or anger
    courtesy or rudeness
    inquiry or lack of comprehension

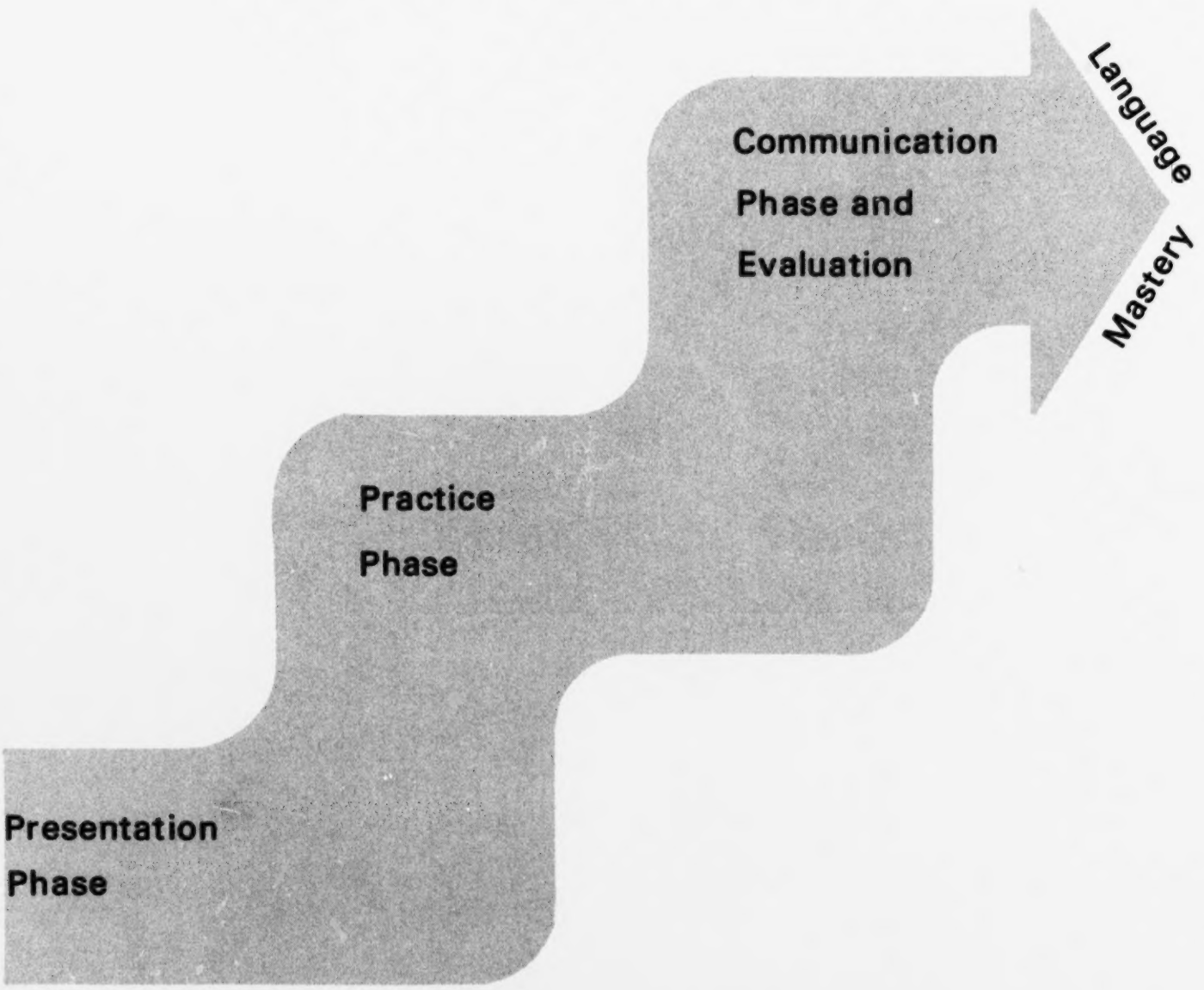
status
dictates of conscience
ambition, self-sacrifice,
    selfishness
childhood, adulthood
expressions of masculinity
expressions of feminity
choosing a wife or a husband
kindness and cruelty

voice intonations that mark:
    command or invitation
    surprise or indignation
    pleasure or annoyance
    coaxing or admiration
    menace or reassurance
the grammar of courteous
    or familiar address

METHODOLOGY

The ultimate goal of foreign language instruction is to prepare students to communicate with native speakers in their own language. This presupposes the development of skills in listening comprehension, speaking ability, reading, and writing as an outgrowth of integrated and simultaneous practice of these skills. In every level of foreign language learning, care should be taken to arrive at the goal of communication after each presentation and practice of new material.

The following diagram is meant to be an aid to the teacher in preparing his short and long range lesson plans.



As the student progresses to more advanced stages, there should not be a decrease in emphasis on listening and speaking skills. High proficiency in listening and speaking ability requires more than two years of study. Teachers should, therefore, encourage students to continue foreign language for longer periods.

FIRST LEVEL

A. Teaching Listening Comprehension

I. Presentation Phase (comprehending, imitating, and repeating)

A. Listening
   1. Initial presentation of new materials should be made orally.
      a) Students should be able to hear the basic sentences (dialog form) many times.
      b) As teachers present model several times and students repeat, correct pronunciation, normal speed, and grammatical accuracy should be maintained.
         (1) Teacher should avoid over-enunciating or over-stressing.
         (2) Model should reflect whatever contractions, linking, and so on, that a native speaker would make.
         (3) When necessary to practice individual segments or sounds, teachers should always finish by repeating them at normal speed, with correct intonation, and in context.
      c) A large percentage of class time should be spent in listening to the new language.
   2. Teachers should accomplish presentation with non-verbal cues:
      a) Gestures
      b) Dramatizations
      c) Visuals.
   3. Teacher should check frequently for comprehension.

B. Listening and Speaking
   1. Student should imitate what is heard.
      a) Class in choral response
      b) Small group response
      c) Individual response
   2. IMMEDIATE CORRECTION IS INDISPENSABLE.

II. Practice Phase (manipulating, expanding, and recombining)

A. Listening
   1. Newly recombined materials should be presented at regular intervals.
   2. Exposure to a wide variety of native speakers may be provided by means of tapes and discs.

B. Listening and Speaking
   1. Listening-speaking relationship should move gradually from teacher--class to
      teacher--student then to
      student--student.
   2. The following are devices which should be used in listening-speaking practice:
      a) Pattern drills
      b) Limited use of translation drills
      c) Progress to question-answer drills, guided rejoinders, expanded rejoinders (involving more than one student), directed dialog
      d) There are many games which serve as excellent devices for more freely structured practice.
   3. IMMEDIATE CORRECTION IS INDISPENSABLE

C. Reading
   1. Although reading is a separate skill, it is introduced as an outcome of materials presented vocally. Now-familiar vocabulary, structures, and so on, appear in new combinations.
   2. Oral questioning on reading materials elicits good practice in both listening and speaking.

D. Writing
   1. To begin, students copy familiar dialog lines, and so on.
   2. Workbooks may be used.
   3. Textbook exercises on materials introduced orally may serve for written exercises.
   4. Students write from dictation based on any learned material.

III. Communication Phase and Evaluation (selecting for free response)

A. Speaking

1. Use should be made of:
   a) Personalized question and answer.*
   b) Short personalized talks, or series of statements based on material practiced.*
2. This is an ideal time for presentation of fresh visuals pertaining to subject matter as basis for free expression.*
   a) Series of pictures similar to ones used in introduction of materials.
   b) Flannel board visuals which remind students of introductory materials. Student can create his own situation on the flannel board by selecting figures he can make statements about.

B. Writing

After the student has been through the practice phase of reading and writing, and the oral procedures above, he may go through the same procedures in writing. However, assignments of this nature should be used only when there can be immediate teacher correction.

C. Evaluation

Evaluation should be based on the practice phase. See the evaluation section for ideas on testing specific skills.

(*The principle of immediate correction does not apply here. Errors are bound to be numerous; they can be noted without comment for subsequent drill. Teacher and students must accept these errors as an unavoidable part of the trial and error process.[1])

[1]Frank M. Grittner, Teaching Foreign Languages, New York: Harper and Row, 1969, pp. 245-247.

B. Teaching Speaking Ability

INTERMEDIATE AND ADVANCED LEVEL

C. Teaching Reading Comprehension

I. Presentation Phase (motivating and preparing)

A. At this level of learning, new materials are based principally on reading selections.

1. Explanation of new vocabulary should be conducted, as much as possible in the foreign language.
   a) Prior to playing a tape, a few minutes will suffice to develop aural recognition of the few new words that appear on the tape.
   b) The use of synonyms, antonyms, cognates, word analysis, and definitions are ways of making the explanations.
   c) Visuals of any appropriate nature are very helpful.
   d) Narratives and short dialogs can help to introduce new vocabulary.
2. Explanation should be made of new structures and idioms through such means as:
   a) Simple paraphrasing
   b) Relating to familiar material
   c) Drawing inference from context.
3. Reading selection is presented orally by the teacher, either reading aloud to students with books closed or retelling the material in condensation. Tapes of native voices can help to give variety.
4. If reading selection has been retold in condensation, teacher then reads aloud as students follow in text.
5. In following the above procedures, the teacher may prefer to inject practice procedures at any time to check on comprehension or to give emphasis.

II. Practice Phase (fully participating)

A. The pupils will follow in the text as the teacher reads aloud. Some textbooks have taped readings which can be substituted at this point.

B. The student, led by the teacher, will repeat the material in chorus, reading from the text.

C. The students may read the selection silently. This practice may be assigned for out-of-class time.

D. Students read vocally alone or in roles.

E. Listening, speaking, and reading skills may be integrated in the following question-answer period which is based on the material presented in the reading selection.

1. Pattern-practice drills, and so on, for structural item.
2. Listening practice from tapes selected for subject matter similar to that of reading selection.
   a) All new related material should consist of highly interesting stories, plays, poems, and so on.
   b) Each listening exercise should be followed with a short quiz.
3. Films may be used in the same way as tapes.

F. Writing skills may be developed as an outgrowth of the reading selection materials in the following ways:

1. Exercises such as true-false, multiple choice, completion, and so on.
2. Dictation of excerpts from reading selection.
3. Textbook-designed exercises following reading selection.

III. Communication Phase and Evaluation (using and evaluating)

A. Speaking

1. Use should be made of the following:
   a) Personalized question and answer.*
   b) Short personalized talks.*
   c) Students could describe situations from visuals related to reading.*
   d) Collective summary given by several students and cued by the teacher.*
   e) Summary guided by key words written on the board.*
   f) Round of questions and answers, one pupil calling on the next--"chain reaction."*
   g) A summary by dramatization, if suitable.*

B. Writing

Students may also follow the same procedures as above in writing. However, assignments of this nature should be used only when there can be prompt teacher-correction.

C. Evaluation

Evaluation should be based on the practice phase. See the evaluation Section for ideas on testing specific skills. Also see the Course of Study Framework for each language for further suggestions.

(*The principle of immediate correction does not apply here. Errors are bound to be numerous; they can be noted without comment for subsequent drill. Teacher and students must accept these errors as an unavoidable part of the trial and error process.[1])

[1]Frank M. Grittner, Teaching Foreign Languages, New York: Harper and Row, 1969, pp. 245-247.

D. Teaching Writing Ability

PLANNING

Probably the most important consideration in the teacher's planning is perspective in setting and achieving goals. Fortunately there is abundant help available. Capable committees have established national goals of education. Most states have listed the goals of education considered prominent for the state. Within the state, districts have brought together competent educational leaders, administrators, counselors and teachers and the lists of national goals and of state goals have been examined and district goals have been written, tested, evaluated, and rewritten. This is generally true in every curricular offering. It is certainly true of the foreign language curriculum.

In achieving a comprehensive plan for foreign language education from the elementary school through the junior high school and senior high school to college, teachers and administrators and counselors must use certain terms with clarity. The following definitions are offered to effect a "lowest common denominator" for use in discussion:

Level--A level contains the amount of learning that can be achieved in an upper grade of the secondary school in classes that meet for periods comparable to five times a week for at least forty minutes a day under the direction of a teacher who is competent, by a class composed of around twenty able and willing learners.[1]

Stream (Tracks)--The series of levels suggested for achievement with starting points in the elementary school (Stream A starting in the third or fourth grades), in the junior high school (Stream B starting in the seventh grade), or in the senior high school (Stream C starting in the ninth grade). In each stream,

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[1] Nelson Brooks, Language and Language Learning, p. 121.

students, parents, teachers, administrators, counselors, and the general public have every right to expect that the learning shall have been of substantial quantity and quality. (See the course of study framework for detail.)

Lesson--This word has a general meaning; i.e., something to be learned or studied, and a restricted meaning; i.e., something to be learned or practiced at one time. We suggest the word "lesson" to be used primarily for daily lessons or clarified when used in a larger sense.

Unit--Brooks[2] suggests that the year or semester be divided into bi-weekly periods, the work for each period constituting a unit. In general each unit begins with assignments in dialogue or reading, structure, and vocabulary and ends with a test that summarizes the work of the entire unit. In more advanced levels, a certain amount of text is assigned for each day; one or several problems of structure are assigned for the entire unit.

The two forms which follow indicate the important ingredients in a unit plan (which may extend over a longer or shorter period than the suggested average of two weeks) and in a daily lesson plan. It is suggested that full poster-sized paper (22" X 28") be used for the unit plan so there will be sufficient room to write all the ideas and considerations in each section. It is further suggested that the key words indicating the activity written in the space for each day under daily distribution on the unit plan be copied in the first column on each day's lesson outline. The behavioral objective can be stated for each activity necessitating several procedures for the teacher and several procedures for the student. Clock time is recommended so that the timing can be accomplished in a glance at the clock--no arithmetical calculations are necessary. Of course

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[2] Ibid. p. 241.

timing must be flexible but really close to the teacher's prescription. Transitions from one activity to the other should be planned. The forms given here have been tried by many beginning and several experienced teachers and have been accepted by them with enthusiasm.

The following statement of Brooks is widely accepted:

> The teacher must know how materials are made and he must have helped make them. He cannot, however, be expected to create materials for his courses as he goes along. Teaching is a full-time occupation, and so is the preparation of materials. No one can engage in both simultaneously and do justice to either.[3]

ADDITIONAL SUGGESTIONS FOR PLANNING

1. Points to Consider

   a. National objectives.
   b. State objectives.
   c. MLA objectives.
   d. Test objectives.
   e. Pace of activities.
   f. Individual differences.
   g. Boredom.
   h. Cultural inserts.
   i. Use of native speakers.
   j. Use of visitors to foreign country.
   k. Techniques of testing and evaluation.
   l. Type of assignments.

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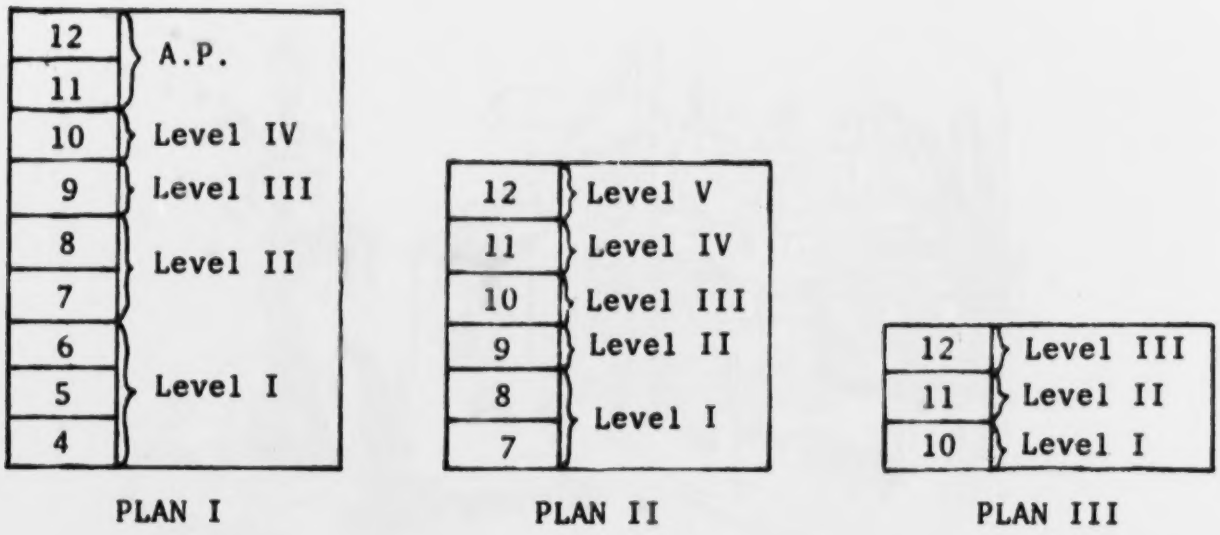
[3] Nelson Brooks, Language and Language Learning, p. 150.



m. Classroom decor

n. Instruction techniques.

o. Class level (I,II,III,IV).

p. Seating arrangement.

2. Do's for Teachers[4]

a. Maintain lively pace.

b. Include three to four activities daily.

c. Vary approach.

d. Periodically change classroom decor.

e. Use appropriate visual aids.

f. Actively involve all students.

g. Have well-defined, long-range and daily goals.

h. Invite natives as guest speakers.

i. Indicate love of the language.

j. Relate to other subject areas.

k. Encourage departmental and district meetings for exchange of ideas and articulation purposes.

l. Plan for improving and implementing language competency.

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[4] Nelson Brooks, "Language Learning: A Multi-discipline Approach," DFL Bulletin, Vol IV, No. 2, May 1965.

m. Request necessary supplies and equipment.

n. Teach vocabulary in context.

o. Avoid literal translation.

3. More Do's for Teachers

a. Teach only a limited amount of material at any one time.

b. Use only the foreign language to communicate with students.

c. Require students to make comments and ask questions in the foreign language.

d. Teach vocabulary in context not in lists of words or with pictures.

e. Emphasize the teaching of structure as well as vocabulary.

f. Stress intonation patterns when teaching pronunciation.

g. Give constant and consistent attention to the four linguistic skills.

h. Give constant and consistent attention to the teaching of culture.

i. Complete the basic course before attempting to teach the appreciation of literature.

j. Permit students to hear frequently the language spoken at normal speed by native speakers through the use of tapes.

U N I T P L A N Put this outline on full-size poster paper (22" X 28") in order to have room for detailed planning.	Class _____ Days to be Taught _____ Unit (or Lesson) Number _____
1. Situation: Key Vocabulary:	2. Basic Grammar Points
3. Cultural Aspects (As suggested by dialog and situation) Asides Capsules Preambles	4. Review
5. Evaluation (Tests, Quizzes)	6. Warmups
7. Change of Pace (Activities)	8. Other

T E N T A T I V E D A I L Y D I S T R I B U T I O N

From Last Unit	1st Day (Finish the previous unit)	2nd Day	3rd Day	4th Day
5th Day	6th Day	7th Day	8th Day	9th Day
10th Day	11th Day	12th Day	13th Day	14th Day
15th Day (Start the new unit while finishing this unit)	16th Day	17th Day	18th Day	19th Day

D A I L Y P L A N

Class _____

Day to be Taught _____

Unit Number _____ Day in Unit _____

Activity*	Terminal Behavior Desired	What Teacher Does	Clock Time	What Student Does	Materials Needed
(Preamble)					
(Warm-up)					
(Review of Previous Material)					
(New Material)					
(Change of Pace)					
(Re-entry)					

*Suggested daily distribution of activities copied from the Unit Plan

EXTENSIVE READING (SUPPLEMENTARY READING)

Language teachers agree that all aspects of language learning must be practiced. This is, of course, true of reading. In addition to the regular daily lessons of levels I-VI, a program of extensive reading is highly recommended to develop a reading for pleasure skill as well as reading speed with comprehension.

SUGGESTIONS FOR PREPARING READING SELECTIONS

1. The density of new words should not exceed one new word in about every 35 running words.

2. The new words or expressions must be spaced as evenly as possible.

3. The vocabulary must be as useful as possible.

4. Words that are obvious to the student need not be counted as new words.

5. The language should be deliberately manipulated so as to set up as many inferential situations as possible.[1]

SUGGESTIONS FOR USING EXISTING READERS

So far, only a very few contrived modern readers have been published; however, in the 1930's, following the so-called Coleman report, many publishers printed graded readers based on word frequency counts (words in print, primarily). While educators are waiting for more readers following the criteria mentioned above, these graded readers could very well be used for reading practice. They are not ideal but they can be read rather than deciphered because of extensive footnoting and the careful programming of vocabulary and structure in the readers.

The following are recommendations related to Extensive Reading:

1. Rather than buying classroom sets of twenty-five to thirty readers, especially with five grades within one book, schools or districts should purchase three to five separate readers on one grade level from five or six different publishers.

2. The individual student should read at one grade level until he can read approximately a page per minute or 250-300 words per minute. This emphasizes horizontal "reading" at one grade level rather than "deciphering" vertically through five levels.

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[1]Scherer, George A C., "A System for Teaching Modern Foreign Language Reading," Teacher's Notebook. New York: Harcourt, Brace & World, 1964.

3. The reading material should be easier than the class material; therefore, it is recommended that the student start late in level one or even wait until level two to begin reading.

4. Quantity reading with comprehension is the goal. The student should stay within one reading grade until he reads about a page a minute.

5. If a student has a reading problem in his native language, he should work on correcting this problem with a reading specialist. He should not be expected to reach the supplementary reading goal.

6. The student should report his extensive supplementary reading by (a) giving a short summary in English, (b) by answering questions in the foreign language (questions in booklet or posed by the teacher), (c) retelling parts of the story orally in the foreign language or in English, (d) taking true-false tests, (e) writing 3 X 5 resume cards, (f) discussing the story orally with the teacher and taking periodic standardized reading tests to check progress (twice a year).

7. The student should progress vertically in his extensive reading as he progresses in his direct course work. In the intermediate stages he will begin to read magazines and newspapers. Some special magazines and newspapers are available for the beginning students.

8. The course of study framework section contains lists of readers available. The materials list indicates sources for magazines and newspapers for all reading stages.

9. As the student progresses from level to level, the control exercised by the teacher relaxes and the extensive reading of the student increases until he attains liberated reading.

10. During level four the student reads more both in and out of class and the extensive and intensive reading experiences tend to merge. The teacher begins to lecture on topics requiring student reading and he involves the student in deeper discussions about reading material. The reading outside of class is an extension of the reading in class.

11. Liberated reading is the reading phase which allows the student to read anything of moderate difficulty in the library which is hopefully well stocked. At this stage a planned literature course may be offered, using the bibliographies and suggestions of the Advanced Placement Program in foreign languages. At this stage a planned course in science or social studies may be offered in the foreign language.

TEACHING CULTURE

Culture may be taught as an end in itself; it may also be taught incidentally when it is encountered in the pursuit of another objective. Since the "culture objective" of the language guide is not a separate entree to be dumped on the table, but rather the seasoning, it is not to be divorced from the teaching language, but should be presented as an integrated part of class activities. The teacher might well expose the student indirectly to culture at a time appropriate to the language experience.

I. Techniques of teaching culture include:

A. Teachers should urge the adoption of text materials which present the various cultural aspects of the people who speak the language.

B. Three effective methods of presenting culture in the class are: preamble, cultural aside, and culture capsule. Blends or variations of these methods are appropriate.

1. The <u>preamble</u> is a short, two or three minute talk given in the target language on a topic which may or may not be fully understood by the students. It sets the stage, provides the "foreign" atmosphere, helps the student "shift language gears," and, in general, gives the listener a sample of the language as he might hear it spoken in the country. The student should be fully aware of this purpose and should try to understand as much as possible.

2. The <u>cultural aside</u> is an unrehearsed, on-the-spot presentation of a cultural concept. As much as possible the target language should be used but <u>short</u> explanations of cultural aspects--even in English--

can be invaluable in the language experience as well as in the total cultural growth. These short explanations should, if at all possible, be given in the target language. In the first level much culture is to be taught incidentally or obliquely. A checklist of the major cultural aspects covered or to be covered should be kept by the teacher to determine whether the item has been covered, reviewed, tested, and reviewed later.

3. The <u>cultural capsule</u> is treated more elaborately so that the students are involved in all communication activities: understanding the spoken language, speaking it, reading it, and writing it. He is involved in the culture even further in that he sees and if possible holds and manipulates the realia or looks at the pictures of the real objects or actions. The following procedure can take one long period or, much better, a short experience each day for five or more days.

   a) The teacher introduces the capsule by talking about it and showing whatever there is to show. (No more than five minutes.)

   b) In the next phase the teacher asks questions about the previous presentation and supplies answers if the students cannot at least supply one word answers. Some answers should be drilled. (No more than five to seven minutes.)

   c) In the third phase the teacher asks the questions and the students answer. The answers are drilled and perhaps varied slightly. (About five minutes)

   d) In the fourth phase three or four students conduct

the total presentation, a short test could follow. If the students seem able to conduct the presentation readily, a new culture capsule or a wider or deeper coverage of the same capsule is in order. (No more than ten minutes)

The cultural capsules should be very simple and rather short for the first level. The procedure can be extended from five to fifteen minutes for subsequent levels or even to entire units requiring thirty to forty-five minutes a day for two weeks in the fourth or fifth levels. In these advanced levels, reading and writing could be added. Some reading and copying of resumes of the elementary cultural capsule certainly is recommended after the exclusively audio-lingual period.

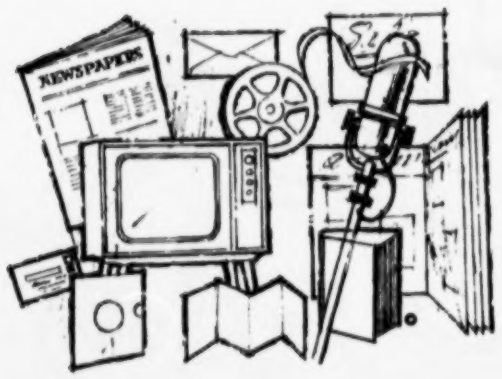
C. Many language teachers have found that some <u>library work</u> dealing with general aspects of the culture of the people whose language is being studied is very helpful in the early weeks of the course. Such homework assignments also help the students to form good study habits for the foreign language course.

1. Journals of library reference work finding answers to questions dealing with social, political, and economic subjects and people.

2. Preparation of special reports to be given later in the course.

3. Presentation of the reports at the rate of one or two per week (not more than ten minutes per report).

D. <u>Bulletin boards and exhibits</u> employing authentic cultural materials can be of great value in imparting to the classroom the character of a "cultural island."



E. Dialog is a useful way of teaching culture because it is--or should be--a replica of the way in which people speak to each other in real life. The greater the degree of authenticity in the dialog and the greater the degree of identification the student can make with the role he assumes, the greater will be his satisfaction and success in learning.

F. Singing adds cultural dimensions of great significance. Since the contribution of songs is essentially cultural, it is important to select songs that are authentic and representative. Let the student know when the people actually sing the songs and what they probably think while singing.

G. Tape recordings of the language as actually spoken in real situations bring authentic verbal materials into the classroom. If, for example, French is the language being studied, a recording of an actual sidewalk cafe conversation might be useful.

H. Movies of people in real-life situations may be useful. Such movies are a source of authentic verbal and visual materials.

I. Contemporary newspapers and journals in the target language should be a good supplement if discriminately introduced and if problems of ordering and distribution can be successfully overcome. Such materials tend to have a special cultural and idiomatic flavor, providing a great deal of the original cultural heritage and a better understanding of the people whose language is being studied. They also afford the occasion to turn from our view of them to their view of us, thus giving the student this new perspective or conception.

J. Role-playing also appeals to students. The assignment of different roles to different students and the acting out of these roles in classroom discussions, encourages student

response by dramatizing the learning situation. Opportunity may be provided for more advanced students to do special research on the cultural roles they enact. The greater the familiarity with the roles, the more effective the expression of culture through the language, and language through culture.

K. The sharing of experiences in another culture may be facilitated by the presence in the classroom of guest speakers who have had firsthand opportunities to become familiar with various phrases of it. An excellent source is the American Field Service. More broadly, contacts between teacher-student groups and local representatives of the country whose language is being studied might well be increased.

L. Use of such sources of cultural information as foreign embassies and UNESCO is also encouraged. Correspondence between students and children in the country whose language is being studied is generally highly motivating.

M. Records, films, filmstrips, slides, television and radio may likewise be programmed to advantage in the teaching of culture, and charts, maps, pictures and flashcards should--like blackboards--be standard equipment in the language classroom.

The primary objective of teaching culture is not just to impart knowledge but to develop a symphathetic understanding and appreciation even when customs and reactions are completely opposed to those typically American. Culture is not just what people do, how they live, and how they dress, but also what and how they think.

LANGUAGE CLUBS

One of the most valuable assets to a school's language program can be language clubs, especially if the basic program is a good one. Well-organized and carefully supervised language clubs can promote enthusiasm for language study and provide supplementary activities which will enhance the total program. The following outline will be a helpful guide to teachers working with language clubs.

I. ORGANIZATION

A. Officers.

A combination of elected officers and officers appointed by the teacher results in greater success.

1. Main officers.

a) President.

b) Vice-president.

c) Secretary.

d) Historian.

e) Task committee chairman.

f) Class representatives.

2. Sponsors.

a) Foreign language teachers.

b) Other interested teachers (especially native speakers).

c) Parents of students or members of community (good source of help and support).

B. Membership.

1. All interested language students.

2. Interested non-language students (exercise caution).

C. Meetings.

1. Times (depends on the type of meeting).

a) Before school.

b) In part of the class period.

c) During lunch.

d) After school.

e) Evenings.

2. Frequency (depends on the type of meeting).

a) Weekly.

b) Monthly.

c) Quarterly.

3. Types.

a) Business meetings (probably only one per year).

b) Cultural presentations weekly and monthly.

(1) Slide-talks.

(2) Films.

(3) Skits.

c) Four major parties.

II. ACTIVITIES

A. Celebrate special holidays.

1. Christmas.

2. Fasching, Mardi Gras, Carnival.

3. National holidays.

B. Sponsor special events.

1. Recruiting groups in junior high school.

2. Pre-enrollment open house.

3. Displays.

4. School assemblies.

5. School activities (dances, clean-up day, etc.).

6. Film series.

7. AFS Program.

8. Service projects (sub for Santa).

C. Other activities.

1. Parties with other schools.

2. Movies.

3. Lectures.

4. Picnics.

5. Folk dancing.

6. Outings (on foot, bicycle).

7. Caroling.

8. Dinners, dances, concerts.

9. Church services.

III. INTER-LANGUAGE ACTIVITIES

A. Multi-language assemblies.

B. Foreign Language Week.

C. Party with other language clubs in school.

IV. NATIONAL FOREIGN LANGUAGE CLUBS

TEXTBOOK SELECTION[1]

This checklist is designed to assist in the selection of a classroom text and accompanying enrichment materials. Administrators and teachers are admonished to select a program with at least a four year sequence and preferably six or more. Avoid the use of different programs from year to year because this results in needless expense as well as serious deficiencies or needless repetition on the part of the student.

1. Does the basic philosophy of the foreign language program agree with the district philosophy?

2. Does the program have some well-defined objectives that can be correlated with the objectives of the teacher?

3. Is the program designed to develop all the skills of communication: listening, speaking, reading, and writing? Are adequate drills and exercises provided to teach mastery of these skills?

4. Is the phonetic basis of the language presented in a linguistically sound manner?

5. Is the program organized so that the structure of the language is presented in a logical sequence, that is, from the simple to the complex and from the part to the whole?

6. Is the vocabulary realistic and authentic? Is it presented in context as opposed to word lists?

7. Is the program based on authentic culture of the language being studied?

8. Does the program provide for a smooth transition from level to level?

9. Are appropriate and sufficient enrichment materials included such as films, filmstrips, tapes, pictures, and take-home discs? Are these materials of a good quality: good photography of authentic scenes, quality recordings done by appropriate native voices, tapes and discs free of extraneous noises.

10. Is a teacher's manual provided that includes useful aids, such as drill techniques, suggested lesson plans, linguistic and pronunciation aids, suggestions for classroom activities, and aids for checking and testing student progress?

11. Is the format of the text attractive? Consider the size of the print and the number of pictures and illustrations. Does the page look cluttered? Is the book well-bound and durable?

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[1]"Criteria for the Evaluation of Materials," Appendix 2, MLA Selective List of Materials, pp. 143-153.

12. Is English used judiciously in the text? Are comparative translations avoided?

13. In the upper levels, is the reading material selected for its appropriateness of content, length, interest, and difficulty? Is there an attempt to acquaint the student with the literature of the language?

EVALUATION OF A LANGUAGE TEXTBOOK

This is a form that has proven very helpful in checking how extensive the audio-lingual emphasis is in the text program.

I. BASIC INFORMATION

Name of Text _____ Author(s) _____

Publisher _____ Authority (Author's Background and

Date of Publication _____ Qualifications) _____

First or Revised Edition _____ _____

II. TYPE OF TEXT - Check the items most closely resembling the text and then total the indicated points.

A.	Short, natural, memorizable dialogs.	3
	Long dialogs intended for reading.	2
	Long or contrived reading sections.	1
B.	Supplemental vocabulary introduced in context.	3
	Vocabulary list with English equivalent.	1
C.	Grammar introduced through drills followed by a generalization.	3
	Concise grammar explanation followed by pattern drills.	2
	Detailed grammar explanation followed by written exercises.	1
D.	Priority given to spoken language in exercises and classwork.	3
	Emphasizes writing and reading about same as speaking.	2
	Primary emphasis on reading and writing.	1
E.	Exercises intended mainly for oral practice.	3
	Pattern drills mixed with fill-in, isolated vocabulary, conjugation, translation fill-in exercises, isolated vocabulary.	2

Conjugation, long translation exercises. [1]

F. Dialog followed with adaptation, variation drills. [3]

Dialog followed only with questions to be answered. [2]

G. Culmination drills or activities intended to stimulate conversation and free selection. [3]

Questions related only to content of dialog. [2]

15-21 Points-Audio-Lingual Text
10-15 Points-Modified Audio-Lingual-Traditional Text
Below 10 Points-Grammar-Translation Text

III. CULTURAL CONTENT

A. Are dialogs and readings culturally oriented? Yes_____ No _____

B. Does it contain cultural notes or explanations? _____ _____

C. Does it have numerous pictures and drawings? _____ _____

D. Do pictures have captions only or do they include explanations? _____ _____

E. Does it have songs, proverbs, poems, authentic reading, etc. _____ _____

IV. READING AND WRITING MATERIALS

A. Are readings artificial and contrived? Yes_____ No _____

B. Is reading heavily literary-criticism oriented? _____ _____

C. Does it contain contemporary literature (newspaper articles, etc.)? _____ _____

D. Are writing drills in context? _____ _____

E. Are writing drills translation? _____ _____

V. PROVISIONS FOR ARTICULATION

A. Are there 2nd and 3rd level books? Yes_____ No _____

B. Are they by the same authors and progressive and integrated? _____ _____

C. Are there gaps between levels? Yes _____ No _____

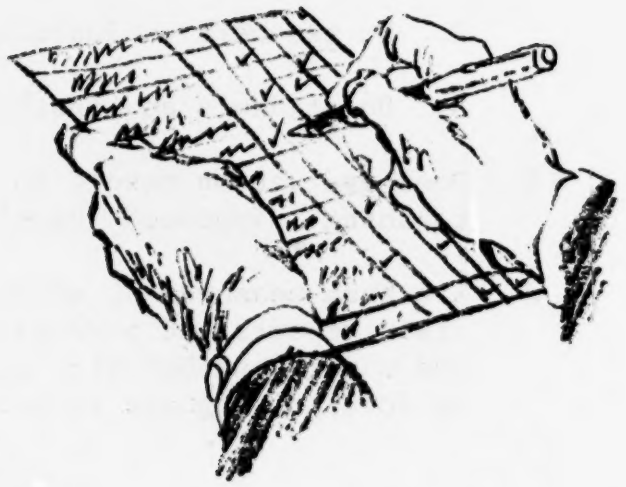
D. Is suitable text content for levels used? _____ _____

VI. SUPPLEMENTARY MATERIALS

A. Teacher's manual?	_____	_____
B. Tapes - dialogs	_____	_____
drills	_____	_____
tests	_____	_____
songs.	_____	_____
C. Take home record?	_____	_____
D. Workbook, writing exercises.	_____	_____
E. Specialized workbooks (cue sheets).	_____	_____
F. Visuals - films	_____	_____
filmstrips/slides	_____	_____
flash cards	_____	_____
dialog cues	_____	_____
supplementary pictures	_____	_____
test visuals	_____	_____
teacher cue cards.	_____	_____

VII. APPEARANCE

	Superior	Adequate	Unsatisfactory
A. Size?	_____	_____	_____
B. Durability of binding?	_____	_____	_____
C. Quality of paper?	_____	_____	_____
D. Type?	_____	_____	_____
E. Illustrations?	_____	_____	_____
F. Artistic quality?	_____	_____	_____
G. Attractiveness?	_____	_____	_____
H. Cost?	_____	_____	_____



EVALUATION

EVALUATING THE TOTAL FOREIGN LANGUAGE PROGRAM

In determining the effectiveness of the total foreign language program, special consideration must be given to the observable results as reflected by student learning and behavior.

CONSIDERATIONS FOR EVALUATION[1]

I. GENERAL CONSIDERATIONS

A. Do evaluation activities measure the student's ability to use the structural units and patterns of the foreign language in valid situations?

B. Are the four basic skills--listening, speaking, reading, and writing--evaluated?

C. Is there evidence of student progress in all skills?

D. Have the instructional materials and equipment used proved efficient and adequate as teaching aids?

E. How well do teachers use testing and other forms of evaluation in analyzing the effectiveness of their teaching?

F. Does the school regard evaluation as a reciprocal process?

1. Do administrators evaluate teachers?

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[1] A Guide for Instruction in Modern Foreign Languages, Minnesota Department of Education, 1965, p.67.

2. Do teachers evaluate students?

3. Do students and teachers evaluate themselves?

G. Does evaluation result in improved methods? Improved teaching? Improved learning? Progress?

H. Are such measures as attitude questionnaires and class visit reports and psycholinguistic devices used to assess and understand behavior-producing attitudes and motivations in foreign language learning?

II. INSTRUCTIONAL CONSIDERATIONS[2]

A. Have the objectives of the program been clearly defined?

B. Has the course been planned in sufficient detail to provide appropriate guidelines?

1. Do instructional methods foster development in all foreign language skills?

2. Is there emphasis on language as communication--conversational as well as literary language?

3. Are there opportunities to compare the students' culture with the foreign culture?

C. Is the program an integral part of the total curriculum?

D. Are materials used appropriate to the ability, maturity, and

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[2] Ibid.

interests of the learner?

E. Is the program sufficiently diversified and flexible to stimulate each individual to work to his maximum capacity?

F. Is there evidence that foreign language learning is applied?

1. Is the material learned enjoyed and used widely in and out of school?

2. Is there increased interest in foreign peoples cultures?

3. Is there evidence of increased international understanding as shown by such activities as follow:

a) Use of supplementary materials (books, films, slides, tapes?)

b) Contact with native speakers?

c) Travel?

d) Foreign language camps?

e) Pen pals, tape pals?

GROUPING[3]

I. GROUPING IS AN EVALUATIVE PROCEDURE

Grouping is an evaluative procedure although often it may not be so recognized.

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[3]"Grouping," Illinois Foreign Language Newsletter, Vol. V, No. 3, Nov. 1964, p. 3.

A. It can be an extremely valuable arrangement to make foreign language more meaningful.

B. When and how to use grouping depends on the nature of the activity and upon the time available.

C. The size of the group will vary with the type of activity.

II. GROUPING IN A FOREIGN LANGUAGE CLASS PROVIDES FOR INDIVIDUAL DIFFERENCES.

A. Wide variation in background ability of the pupils requires a flexible, diversified program which challenges the abilities of all and encourages each individual to work at his maximum capacity.

B. Developing this type of program requires time, thought, and careful planning in addition to a great variety of teaching materials.

III. GROUPING OCCURS ON DIFFERENT BASES

A. Student performance level is the determining factor for setting up groups if language skills are involved.

B. Student interest in certain areas is the determining factor for setting up groups preparing cultural presentations.

TESTING

I. NATURE OF TESTING

A. In the continuous process of evaluation, testing is a periodic measurement.

B. Testing may occur in a great variety of situations--formal or informal, oral or written, group or individual.

C. Ideally, in each testing situation the instrument used and the way it is used should be designed to meet a particular need.

D. Tests must be valid measures of what has been taught.

E. Tests should be learning devices for both student and teacher.

   1. Through tests students can better realize and apply what they have learned.

   2. Tests also make teachers more aware of what they have or have not taught.

F. Testing should be an integral part of regular classwork and should be regarded as normal procedure in any foreign language class.

G. Measurements must be systematic--occurring before, during, and after a given period of instruction.

H. A basic part of the testing process is reviewing.

I. Complete, clear instructions are vital in testing.

J. Follow-up after a test is perhaps the most valuable part of the testing process.

II. PURPOSES OF TESTING

A. Testing has a wide range of purposes. It may be used:

1. To judge the potential proficiency of students.

2. To facilitate placement in courses.

3. To determine whether individuals have reached desired levels of language proficiency.

4. To measure outcomes of different approaches to language learning.

5. To measure any of the many facets of language competency.

III. TYPES OF LANGUAGE TESTS

A. Prognostic or Aptitude Testing[4]--Prognostic or aptitude testing can be used to predict success in learning a modern foreign language. Various means of predicting success and selecting students have been used. Prognostic tests are better than intelligence tests for these purposes; however, a sample of actual work in a language class over a period of time is the best index to future language achievement. A child's achievement in fluency and acculturation will vary in degree with his native intelligence, his interest, and his ability to hear and imitate sounds.

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[4] Esther M. Eaton, "Evaluation and Testing in Teaching Modern Languages," School Life, March 1962, pp. 1-4.

Two reliable aptitude tests are:

1. Carroll-Sapon Modern Language Aptitude Test (JLAT)
   The Psychological Corp.
   304 East 45th Street
   New York City, N. Y. 10017

2. Pimsleur Language Aptitude Battery (ninth grade to adult)
   Harcourt, Brace, and World, Inc.
   757 Third Avenue
   New York City, N. Y. 10017

B. Achievement Testing[5]-- Language learning should be evaluated at all levels, including the elementary school, in the same manner as other subjects in the curriculum. Progress in modern language skills can be determined by achievement test results and other information gathered informally. Achievement test results now indicate individual progress in listening, speaking, reading, writing, and the acquisition of cultural information. (grades six--twelve)

Two reliable achievement tests are:

1. MLA Cooperative Foreign Language Tests
   Educational Testing Service
   Princeton, New Jersey 08540

   French, German, Italian, Russian, Spanish

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[5] Ibid.

2. Common Concepts Foreign Language Test
   California Test Bureau, DelMonte Research Park
   Monterey, California 93940

   French, German, Spanish, English (Level I--all grades)

C. Progress Tests[6]--Progress tests are usually designed to accompany a specific set of instructional materials or textbooks. Many teachers make up their own to measure progress of students. These tests may be obtained by writing to the publishers of the texts.

D. Proficiency Tests[7]--The proficiency test defines a student's level of achievement in reference to a specific type of employment or instruction. It measures whether a student has mastered specific skills and content deemed prerequisites for a particular job or course of study. The placement test is the best known of these. Placement testing is becoming increasingly important in the foreign language programs of today. Even though elementary and secondary schools in Utah are not yet using tests for placement to any great extent, such tests as the following are being employed quite extensively and successfully at the college level:

1. B.Y.U. Proficiency Test
   Brigham Young University
   Provo, Utah 84601

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[6]Rebecca M. Valette, Modern Language Testing, p. 185.

[7]Ibid. p. 5

2. College Board Advanced Placement Tests
   Educational Testing Service
   Princeton, N. J. 08540

   French, German, Spanish

3. MLA Proficiency Tests for Teachers and
   Advanced Students
   Educational Testing Service
   Princeton, N. J. 08540

   French, German, Italian, Russian, Spanish

E. Informal Tests--Evaluation of pupil progress does not always require the use of lengthy formal tests. Many short tests of different types can be given daily. Such tests may do the following:

1. Provide strong motivation.

2. Serve to sharpen student interest and alertness.

3. Have psychological value because the student uses immediately what he has learned, thus reinforcing idiomatic usage by immediate correction.

IV. PRINCIPLES FOR THE CONSTRUCTION OF ACHIEVEMENT TESTS[8]

The construction of a reliable and valid test is a difficult and time-consuming process. It requires high competence both in the subject being tested and in the techniques of test construction. Some of the new materials for modern language

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[8] A Guide for Instruction in Modern Foreign Languages, Minnesota Department of Education, 1965, pp. 68-69.

courses come complete with unit tests; however, teachers will continue to construct a great many of their own tests. The following principles should be useful in evaluating a progress test prepared by the textbook committee or a test prepared by the classroom teacher.

A. Tests should determine what the student knows, not what the teacher knows.

B. A test must provide a learning experience by showing the student what is expected of him and by encouraging him to apply what he has learned.

C. All four skills should be tested but not simultaneously.

D. The items should represent material learned in class and the distribution should correspond to the relative importance of the skill measured and the course goals.

E. The test should require responses in keeping with normal language behavior.

F. The test writer should analyze the skills involved in the expected language behavior and test them separately as well as collectively.

G. Idioms, vocabulary, structures, and cultural items should be tested in context and should not appear as lists of facts or rules.

H. Incorrect forms should never be presented to students.

I. Test items should be in the foreign language and should require performance in the foreign language. Translation should be utilized only at advanced levels.

J. All directions should be brief and clear. At the elementary stage, directions in English are preferable. Usually a sample item and its answer are necessary.

K. When subjective evaluation is necessary, a quality scale should be used.

L. Simplicity is the key to success in testing.

V. TESTING SKILLS IN THE CLASSROOM

At all levels of instruction teachers should test only what their students have been taught and have thoroughly practiced. Different skills require different tests. Audio-lingual skills must be tested as well as visual-graphic skills.

A. Listening Skills--With the increased emphasis on spoken language, new techniques are required for testing the listening comprehension. Listening items such as the following are used to test general comprehension, common expressions, specific vocabulary, sound patterns, and sentence structure.

1. The students have a series of three or four pictures in their booklets. The teacher or the voice on the tape reads a statement in the target language. The students mark the picture which most nearly corresponds to the statement.

2. The teacher or voice on the tape asks the students to perform certain tasks in their test booklets, such as: "give the answer to simple arithmetic problems, draw a cat, put eyes in the outlines of a face, draw a square, a circle, or parts of a drawing."

3. The teacher or voice on the tape makes a statement. The students mark whether it is true or false.

4. The teacher or voice on the tape gives an incomplete statement. The meaning of the statement will be completed correctly by <u>one</u> of three suggested words or expressions in the target language.

5. The teacher or voice on the tape will give a short definition of a person, object, or idea without actually naming it. Three answers in the target language will be given. One of these will be selected by the students as the correct answer.

6. One voice on the tape asks a question. A second voice gives three answers. The students mark the number of the correct answer.

7. The first voice on the tape gives an answer. The second voice asks three questions. The students mark the number of the question which would elicit the answer given by the first voice.

8. The students are presented with a picture which either tells a story or describes a situation. Either the voice on the tape or the teacher describes three situations or tells three stories. One of these corresponds to the picture. The students choose the number of the correct aural description of the picture.

9. The students are told a story containing a number of specific details. They are asked to retell the story in their own words in English at the elementary level and later in the target language.

10. The students look at a picture. They then hear three

statements about the picture and indicate on their answer sheet whether the statement is true or false.

11. The students see a picture and then hear three statements about the picture. They decide which statement is true and mark the corresponding letter on their answer sheets.

12. A short, taped conversation is played for the students. They then indicate where it probably took place or who was speaking. Possible locations or personnel may be suggested in a list.

13. The voice on tape makes a statement and several rejoinders. The students select the most appropriate rejoinder and write its letter on the answer sheet.

14. Students listen to a dialogue or narrative. They then listen to or read a number of statements about the passage and indicate whether each statement is true or false.

15. Students hear a sentence read aloud which is similar to one of four written sentences and select the sentence they think they heard read. This item tests the recognition of sound symbol-written symbol correspondence.

16. Students hear a group of very similar sounds and must discriminate which sounds are similar and which sounds are different.

17. The student hears the sentence and chooses the linear pattern that depicts the intonation curve of the sentence.

Note: For more detailed information and specific examples in German, French, Spanish and Italian on testing listening

skills, the book, Modern Language Testing by Rebecca M. Valette is invaluable. Harcourt, Brace, and World, Inc., 757 3rd Avenue, New York, N. Y. 10017.

B. Speaking Skills[9]--The testing of speaking skills is difficult because results are based on subjective appraisal. Teachers can keep a closer check on oral competency if time is set aside weekly for evaluation of each student's oral performances during the week. This represents the teacher's total impression and is recorded. Use of a tape recorder can increase objectivity. A rating scale can be used to evaluate student responses in given categories: (1) fluency, (2) pronunciation and intonation, (3) correctness-order and structure, (4) conveying the idea, and (5) use of vocabulary. Suggestions for testing speaking skills follow:

1. The student listens to an utterance and then repeats it with proper pronunciation and intonation.

2. The teacher or the voice on tape asks a series of questions about a picture to which the student records his answer.

3. The student records on tape one or two sentences describing a picture.

4. The student records on tape answers to a series of questions asked by the teacher or the voice on the tape.

5. Same as number four but a cue is provided:
   Why are you going down town?
   Cue: go shopping
   I'm going shopping.

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[9] A Guide for Instruction in Modern Foreign Languages, Minnesota Department of Education, 1965, p. 70.

6. The teacher or the voice on the tape, in English or in the target language, asks the student to give a certain command or to ask a question.

7. The student changes a question to a statement or vice-versa.

8. A series of three or four pictures telling a simple story is shown to the student who records his version of the story.

9. The student is given a short passage to read. After a quick preview he records it for later evaluation by the teacher.

10. A statement is given. The student is told to repeat the statement, providing a synonym for an indicated word.

11. The student is told to provide a suitable rejoinder for each of a series of utterances.

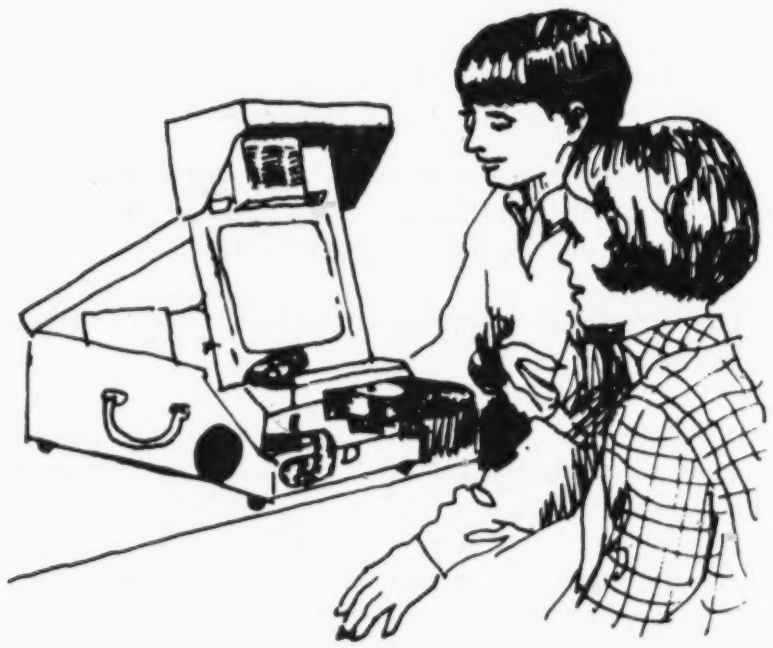
12. A student is told to expand an utterance by inserting a given word or phrase with the necessary changes:
    He sings.
    Cue: beautiful
    He sings beautifully.

13. The student is instructed to change an utterance or passage in one of the following ways:

    a) tense

    b) nouns to pronouns

    c) positive to negative



d) singular to plural

e) person

f) direct to indirect discourse

14. The student is directed to combine two sentences into a single sentence:

    1) expressing a contrary to fact situation, or

    2) using a specified conjunction, or

    3) making one sentence a relative clause.

15. The student is provided with an "action picture." He is told to describe what is taking place or give an imaginary conversation.

16. A student is given a situation first in English and then in the target language. He is directed to provide appropriate dialog.

17. The student either listens to or reads a short passage and then repeats it from memory. Word cues can be provided.

Note: For more detailed information and specific examples in German, French, Spanish and Italian on testing speaking skills, the book Modern Language Testing by Rebecca M. Valette is invaluable. Harcourt, Brace, and World, Inc., 757 3rd Ave., New York, N. Y. 10017.

C. Reading Skills[10]--Many techniques for testing reading involve other skills. Items such as those listed below which test

[10]A Guide for Instruction in Modern Foreign Languages, Minnesota Department of Education, 1965, pp. 71-72.

the understanding of the reading passage or utterance must use vocabulary and structures with which the student is already familiar.

1. The student reads or records the phrases or utterances flashed on a screen or found in a test booklet. (Tests recognition of graphic symbols)

2. The student hears a sentence read aloud and must select the appropriate written form of the sentence from four similar sentences provided on the test sheet.

   (Tests recognition of sound symbol-written symbol correspondence.)

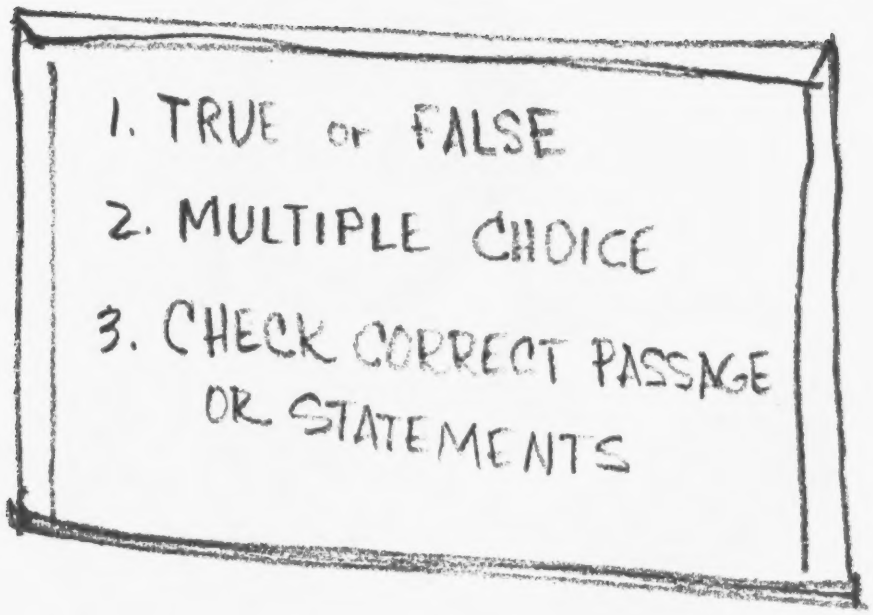
3. A student is presented with a picture. In his test booklet will be:

   a) A series of three or four sentences one of which correctly depicts the situation in the picture.

   b) An incomplete sentence followed by three or four choices, one of which correctly completes the sentence.

4. A student is presented with two or more pictures. In his test booklet is an utterance or a statement containing a structure problem. The student chooses the picture that best fits the utterance. The pictures must be drawn so that the picture representing the correct answer differs by a minimal distinctive feature.

5. A student is presented with a series of four or more pictures, usually telling a story. In his test booklet is a series of statements to be arranged correctly to the sequence of the pictures.



6. A story of reading selection is followed by:

   a) A number of true and false statements from which the student checks the correct statements.

   b) A number of multiple choice statements from which the student checks the correct items.

   c) A statement or series of statements based on the reading selection. The student checks those which can be correctly inferred from the passage.

7. A definition or description of a person, place, thing, situation, or concept is given. Each of these is followed by a number of choices from which the student selects the item defined or described.

8. A written statement is followed by three or four choices also in the target language, one of which is the equivalent of the underlined word or phrase in the statement. The student selects the correct equivalent.

9. A written statement in English is followed by three or four written statements in the target language, one of which is the equivalent of the English statement. This is best used for idiomatic expressions and in advanced levels. It should be used sparingly.

Note: For more detailed information and specific examples in German, French, Spanish, and Italian on testing the reading skills, the book Modern Language Testing by Rebecca M. Valette is invaluable. Harcourt, Brace, and World, Inc., 757 3rd Ave., New York, N.Y. 10017.

D. Writing Skills[11]--In testing the writing skills, the teacher

[11] Ibid. pp. 72-73.

evaluates a student's ability to transfer sound into written symbols, to spell, and to manipulate the grammar as well as the vocabulary of the language. The question or stimulus at the beginning level should be carefully formulated in order to elicit the required, controlled response. At the intermediate and advanced levels items should call for freer responses. The items below suggest specific ways to test writing skills.

1. The student copies simple utterances with attention also paid to punctuation and diacritical marks used in the language.

2. A dialogue or text without any punctuation, capitalization, or paragraphing is given. The student rewrites the text with correct capitalization, punctuation, and paragraphing.

3. The student copies an utterance in which he is requested to make a specified or free change of an item.

   Specified: I saw the <u>child</u> playing.
   Cue: two
   Response: I saw two <u>children</u> playing.
   Free: I saw the <u>child</u> playing.
   I saw the <u>cat</u> playing.

4. The student completes a statement in accordance with the meaning suggested by a picture.

   John is eating.
   Cue: picture of an apple.
   John is eating <u>an apple</u>.

5. An utterance or statement is flashed on the screen. The student writes it after the projected version disappears.

6. The student writes answers to questions, rejoinders to given utterances, or restatements of written statements.

7. The student may be asked to carry out one of the following:

   a) Change a story from one person to another or from one tense to another.

8. Change the form of a story from a dialogue to a narrative or vice versa.

9. Write a sentence using the same structural patter of the model sentence but using a different vocabulary.
   Model: The person whom he saw was John.
   Response: The hat which he disliked was imported.

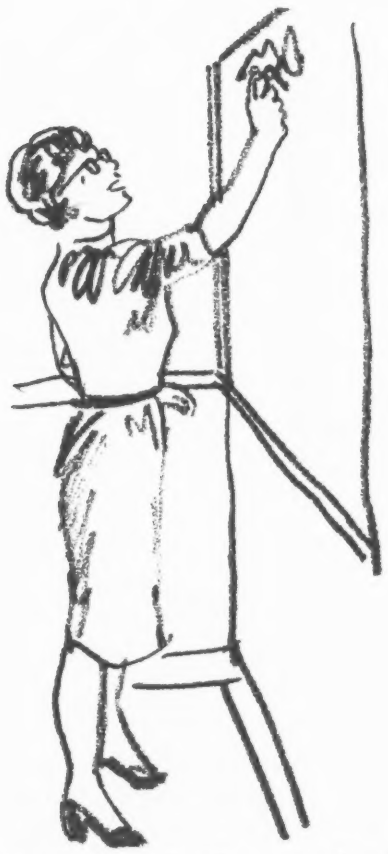
10. The student is provided with a passage which has a number of words missing. The student is to recognize which words are to be added and write them in the proper blanks. (Note: If desired, a glossary of terms may be provided, first letter cues given or kind of word specified, noun, or pronoun.)

11. The student is provided with word cues. Using them he writes a sentence, paragraph, or dialogue. Example:
   Cue: means/know/do/I/not/what/it/
   Response: I do not know what it means.

12. The student listens twice to a short passage of familiar situational and linguistic material. Several questions follow and the student writes his answers. This item also tests listening comprehension.

13. The student writes a directed composition from an outline in English or in the target language.

14. The student summarizes a story or paragraph by utilizing the expressions of the particular passage. At the



advanced level the student may use his own words and expressions.

15. The students are instructed to recreate a story read aloud by the teacher or a voice on tape.

16. The students fill in the blanks in a spot dictation.
    The student sees: I like---girl.
    He hears: I like the girl.
    He writes: the

17. Dictation can be used to test spelling, recognition of the forms of words, and some problems of inflection.

18. The teacher draws a series of symbols. The student writes what the symbols represent.

19. The teacher gives a topic sentence and a final sentence. The student writes what goes between the two.

Note: For more detailed information and specific examples in German, French, Spanish, and Italian on testing writing skills, the book Modern Language Testing by Rebecca M. Valette is invaluable. Harcourt, Brace, and World, Inc., 757 3rd Ave., New York, N.Y. 10017.

VI. TESTING CULTURAL INFORMATION[12]

Studying the culture of a nation in terms of its contributions to the arts, crafts, literature, social institutions, and science is an important objective in the study of a modern language. Such knowledge can be tested in various ways with little

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[12] A Guide for Instruction in Modern Foreign Languages, Minnesota Department of Education, 1965, p. 73.

difficulty. (Cultural tests may be obtained from Educational Testing Services, Princeton, New Jersey.) One aspect of culture not exploited in testing until recently is the structural system or patterned behavior--the way of life of a people rather than their level of cultural refinement. The following are some samples which a teacher could use as an incentive to develop his own tests (in English or the foreign language) if he has a good knowledge of the patterns of behavior in the foreign culture as compared with his own.

A. The bright rays of the sun glisten on the snow and filter through the huge windows. In the center of the great hall in the Kremlin stands a huge fir tree beautifully decorated with ornaments and sweets of all kinds. Hundreds of children dressed in their holiday finery form a huge circle and sing and dance around the tree. The room is piled high with gift packages which jolly Grandfather Frost will share with the children during the course of the celebration. The time of this celebration is:

   1. January 1

   2. December 25

   3. January 6

   4. November 7

   5. February 2

   (Number 1 is the correct answer.)

B. You are in a small village twenty-five miles outside of a large industrial city in Germany. Which of these situations are normal occurrences without special meaning?

You visit a family and find the following incidents taking place between 6 and 8:30 on a Monday morning:

1. One member of the family catches the school bus to go to the Wissentschaftliche Mittelschule in the city.

2. One member takes the bus to go to the large automobile factory outside the city.

3. One member gets into the family Volkswagen to go to the city to do some shopping.

4. One member of the family milks the cow and takes care of the farm chores.

5. One member is still eating a breakfast of orange juice, toast, ham and eggs, and coffee.

(Numbers 2, 3, and 4 are normal occurrences.)

C. University students are sitting in the large hall listening to a lecture being given by a professor. They are stamping their feet:

1. To show disagreement.

2. To show enthusiastic approval.

3. To show impatience because the professor is lecturing overtime.

4. To show discomfort because the classroom is cold.

5. Because it is the custom to do this at the end of a lecture.

(Number 2 is the best possible answer.)

D. You are in a cafe in Spain and you wish to call the waiter to indicate that you have changed your mind and you wish to order something else. You would:

1. Clap your hands above your head.

2. Snap your fingers.

3. Try to catch the waiter's eye.

4. Stand up.

(Number 1 is the most appropriate answer--2 is also acceptable.)

EQUIPMENT

Audiovisual aids, electro-mechanical teaching aids, and electronic equipment are often overlooked and their helpful results not realized. It is impossible to present herewith all the electronic, mechanical, and audiovisual equipment, as advances in technological innovations are so rapid.

I. THERE HAS BEEN A GENERAL ACCEPTANCE OF THE LANGUAGE LABORATORY AS A VALUABLE TEACHING AID.

A. General Considerations

1. The type of installation must be determined by the needs of the foreign language program. No one system is suitable for all programs. The type of laboratory should be decided by the teacher, administrator, and language supervisor.

2. Laboratory work is as effective as the teacher's ability to create a positive attitude in the students. Emphasize the value of laboratory practice.

3. Reinforcement is the main benefit derived from laboratory use. Self-instructional benefit is, likewise, important although relatively new in concept.

4. Laboratory work must be closely integrated in the program.

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[1] "The Language Laboratory," A Guide for Foreign Languages, Department of Education, State of Missouri, Publication No. 127G, pp. 87-94.

a) The language laboratory is not the place to introduce new materials.

b) The laboratory is not a substitute for the teacher. The live voice is indispensable as the model. Expression is not limited to sound. Facial and body expression require face to face presentation.

5. The quality of student performance is a measure of the effectiveness of the laboratory.

   a) Laboratory work must be continually monitored and constructive criticism administered. Encourage student to strive for the goal of perfection.

   b) Students must realize that the laboratory instructor is present and able to give assistance.

   c) Student attention and participation must be maintained. Programs should be interrupted when the laboratory instructor converses with the student.

B. Laboratories--To be a useful teaching device, the language laboratory must be suited to the individual needs of the foreign language program. There is no one system suitable for all programs. The competitive nature of commercial enterprises with electronic advancements have brought many innovations. To operate efficiently, a language laboratory should provide total or partial self-instructional functions. Again it must be emphasized that the language laboratory is a TEACHING AID and not a TEACHER SUBSTITUTE. When used properly, the language laboratory requires more teacher time and effort, yet the results in terms of linguistic progress are so gratifying that the project is well worth the effort.

1. Types of Laboratories	Description
a) The laboratory classroom[2]	a) The laboratory-equipped (electronic) classroom, with or without booths, has up-to-date audiovisual equipment which is located for teacher convenience. Each student position has a headset with individual volume control.
b) The listening room[2]	b) The listening room is located in the library, lounge, or other available space. Tapes should be made accessible for checkout. By using earphones and tape recorders, students may listen to lessons without disturbing others.
c) The practice laboratory[2]	c) This is a separate room which serves as a place where students may do homework assignments, drill, review, take oral comprehension examinations, prepare and record oral composition and pursue individual projects.
d) Rolling laboratory[3]	d) Double decker bus converted to a language laboratory and classroom

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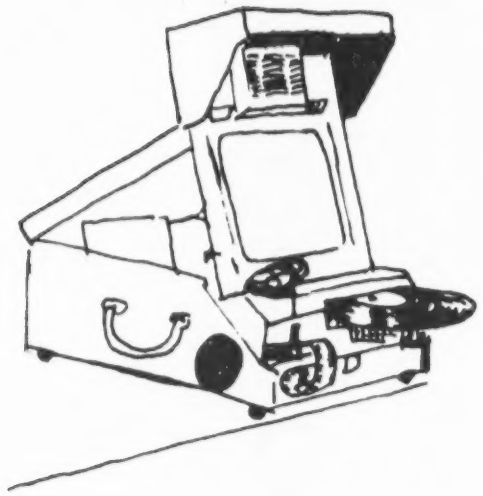
[2] Foreign Language Laboratories in Schools and Colleges, Washington, D.C., U.S.: U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, 1964, Bulletin #1959, pp. 19-22.

[3] "Rolling Laboratory" Hawaiian Language Teacher, Vol. 6, No. 2, Hawaii Association of Language Teachers, March 1965, p.11.

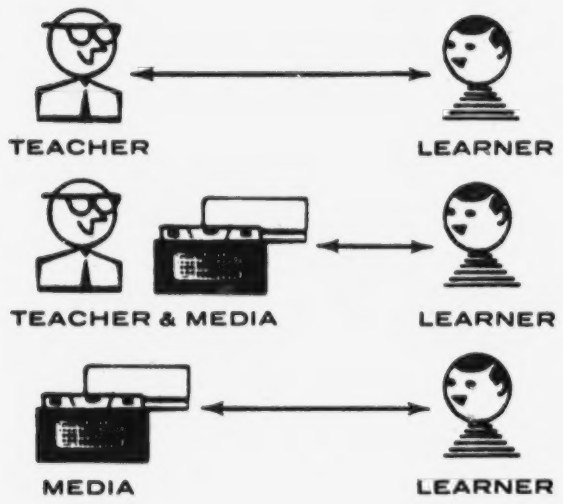
		may travel from school to school.
e)	The drill room[4]	e) Small group studios are equipped with a wide range loud-speaker fed from a central control and are used for live voice drills, pronunciation or substitution exercises.
f)	Convertible classroom	f) A standard classroom can be turned into a complete laboratory by simply raising the tops of the desks to create partitions. Lab equipment is stored under the lids. (Stromberg Carlson)
g)	Listening corner	g) Listening stations are set up in the corner of the classroom.
h)	Tri-phonic listening table	h) Listening stations are set up in the corner of the classroom.
i)	Dialogue system	i) Laboratory consists of individual booths with volume and microphone control, and a telephone-type dial. In addition to the console tape banks, any number of banks may be installed in a separate

[4] Foreign Language Laboratories in Schools and Colleges, Washington, D. C., U.S.: U.S. Department of Health, Education, and Welfare, U. S. Government Printing Office, 1964, Bulletin #1959, pp. 19-22.



		room controlled by the dial system. Parallel-track banks provide flexibility. Many other innovations in laboratory flexibility are possible, such as home telephone connections.
	j) Wireless laboratory	j) Transistorized headsets receive from a peripheral antenna. The headsets may be used anywhere in the room.
2.	Laboratory auxiliary equipment	
	a) Tape duplicators and erasers	a) A time-saving device for duplicating tapes at high speeds. Bulk erasers, kept in an area separate from tape libraries, expedite handling of tapes.
	b) Transistorized phonograph	b) A unique piece of equipment. The record can be stopped dead in its track by means of a pause switch, then restarted at exactly the same point with no distortion.
	c) Accoustical control headset	c) Allows direct transmission of student speech to student's ears. This is accomplished by an accoustical tube passing in front of the student's mouth

CHANNELS OF COMMUNICATION



from earphone to earphone. The elements in the earphone serve as a transceiver for student-instructor communication.

3. Advantages of the language laboratory

a) Provides opportunity for students to hear a variety of native voices.

b) Provides good, consistent models for student imitation.

(1) Free from conversational distractions.

(2) Undisturbed by outside distractions.

c) Assumes the burden of sufficient repetition.

(1) Frees teacher to concentrate on individuals.

(2) Speeds up learning process through controlled repetition.

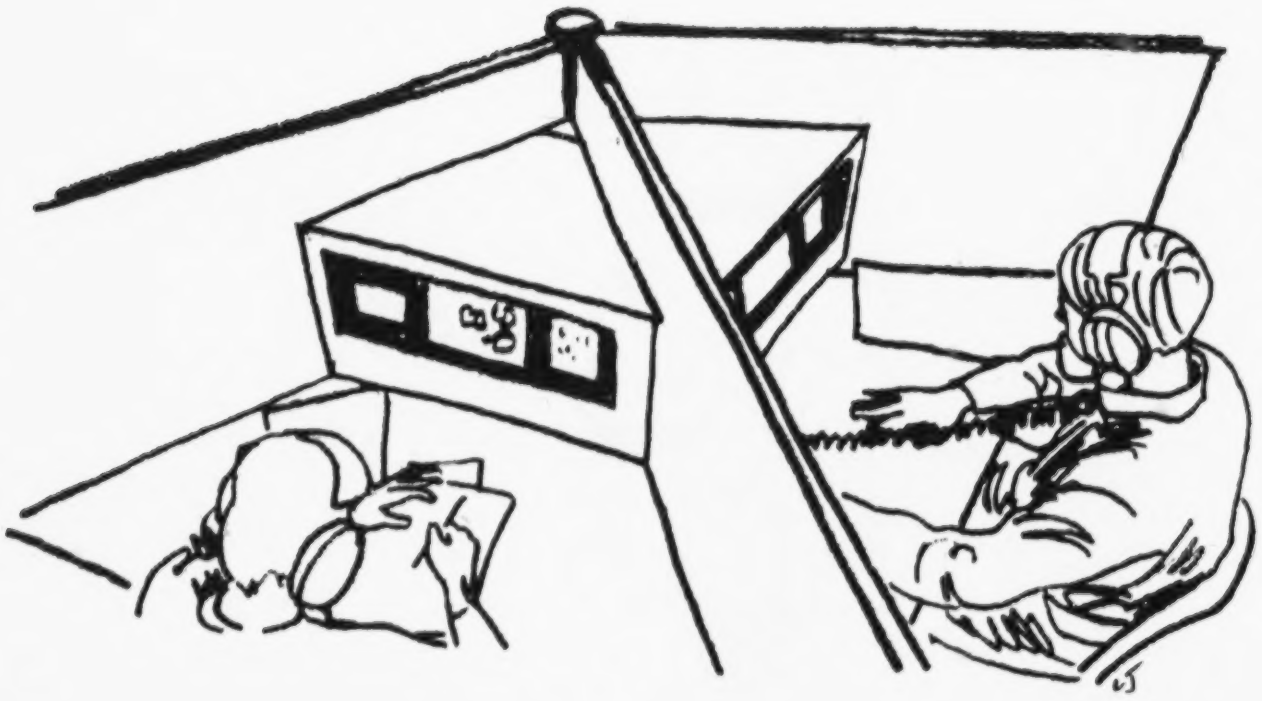
d) Provides in some instances record and playback for students to hear their own voices.

e) Allows for mass audio and oral testing.

f) Permits individual remedial and accelerated work.

g) Provides cultural enrichment and broadening of concepts.

h) Provides opportunity to practice aloud simultaneously yet individually. With 30 students, 29 are not idle while one is busy.



i) Affords isolation and complete concentration.

4. Guarding against possible disadvantages of the language laboratory.

   a) Its mechanical failure, functional difficulties, repair, and general maintenance are a problem unless equipment is carefully chosen and has a good warranty.

   b) It can become boring, tedious, and monotonous to the students unless they are motivated to the purpose of the laboratory.

   c) It requires supervision and pre-class preparation by the teacher.

   d) It is time consuming but the rewards are commensurate.

   e) It can become a place for the student to play and waste time unless carefully supervised.

5. Location of the language laboratory--in order to minimize background noise the lab should be located:

   a) Away from outside noises like traffic, playground, industry.

   b) Away from inside noises such as gyms, vocational areas, music rooms, and halls with heavy student traffic.

   c) Within the area of the centralized foreign language classrooms with easy access to them.

   d) In a proper area large enough to provide for:

(1) Desired type installation.

(2) Expansion of facilities.

(3) Adequate and safe electrical wiring.

(4) Accoustical excellence.

(5) Storage facilities.

(6) Equipment storage and functional areas.

(7) A projection screen a suitable minimum distance from the first row.

(8) Aisles to allow the teacher to circulate.

(9) Ventilation and other good environmental conditions.

6. Scheduling groups in the language laboratory.

a) Large classes or small groups or individuals may be scheduled simultaneously and on a daily or alternating basis.

b) Since twenty minutes is the optimum, two or three groups may be scheduled during a single class period.

c) A particular section of the laboratory may be reserved for individual laboratory work.

d) More laboratory time should be scheduled for first and second level than for advanced levels.

7. Evaluating student progress in the laboratory.

   a) Pronunciation, intonation, fluency and grammatical structure may be tested by recording and playback or spot checked by the teacher during a laboratory session.

   b) Because of the subjective element in evaluation, the teacher should set up a scoring system which will measure the student's ability according to his progress and achievement as objectively as possible.

8. Hints for successful laboratory operation.

   a) Content of tapes:

      (1) What the student hears must be closely related to what has been taught in the classroom. Most textbooks have accompanying tapes with excellent drills, narratives, etc. However, the teacher may want to add a variety of tapes containing structure drills, reinforcement drills and listening comprehension drills in addition to the basic course program.

      (2) Authentic, well-timed, interesting models must be presented.

      (3) Exercises involving the use of all the language skills in appropriate sequence and with appropriate emphasis should be available.

   b) Preparation of tapes.

      (1) Question and answer drills, completion exercises, and substitution drills are all followed

by immediate reinforcement.

(2) Tape length should be up to ten minutes, then rewind and replay if desired because pseudo-communication with a machine is fatiguing and boring.

(3) Four and six-phase drills are usually presented on the tapes in the following sequence: In a flowing tempo a sequence is spoken on the tape, a pause ensues in which the student responds, then the correct response is given on the tape, finally allowing student reinforced response.

(4) Make tapes from prepared scripts and demand a fluent situational presentation.

(5) Expedite tape duplication through various time-saving techniques.

c) Tape library.

(1) Paint a diagonal line across the sequentially-arranged tape boxes. Tapes are replaced in order by sight.

(2) Different colored boxes and tapeleader help to differentiate levels and languages.

(3) Use duplicated sets of tapes for check-out and console use; keep the master set out of circulation.

d) Maintenance--careful orientation of the student to proper use of laboratory equipment can prevent many maintenance problems. The teacher must know the functions,

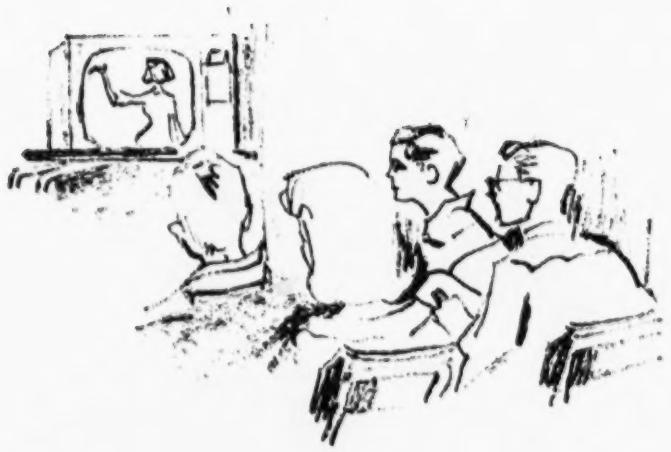
mechanics and potential of the laboratory and be able to diagnose and correct simple difficulties. Never attempt technical repair, but call a customer engineer.

II. RELATED TO AUDIOVISUAL AIDS AND LABORATORIES ARE TECHNOLOGICAL ADVANCES IN EDUCATION.

Though these innovations are often financially prohibitive or overwhelming at first impression, teachers should be familiar with all innovations.

A. Computer-assisted instruction--A program, making provisions for as many probable circumstances as possible, is fed into the computer storage. Programming is accomplished with a course writer which transposes the teacher-written program into machine language, eliminating the need of specialized programs. Through student-initiated use of TV and audio devices the sequential program is followed. Upon student response with a light pen or keyboard answer, the computer supplies the next appropriate step. The computer system, a tutorial approach, assures sequential progression, flexibility, and an unbiased medium, thus eliminating frustration and other psychological implications. Most school districts can ill afford elaborate electronic systems but smaller equipment is available.

Experiments from the large district cooperative system to the individual plant efforts have been underway for several years in some states. Operations including registration to computer-assisted instruction are being successfully serviced. Many companies, including General Electric, IBM, and Burroughs, are announcing innovations. The IBM 1500, announced in 1966, is able to accommodate an essentially complete program in



language. Despite the advances and their availability to the teacher, there is no substitute for the prepared efficient teacher, the basis for any total program.

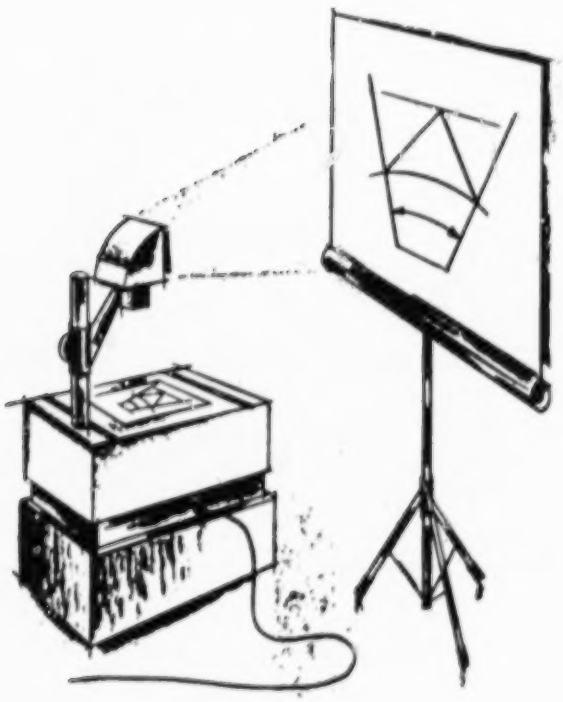
B. Educational TV--Each teacher in the district elects the AM or PM viewing of a 15-minute program. A follow-up by the classroom teacher is essential. Employing all audiovisual aids, the program lends itself to animation of even still pictures and captures the students' interests.

C. Closed Circuit TV--The teacher controls the recording from the studio set. All aids and other media are correlated with the natural flow of teacher presentation. Contact with the studio teacher may be maintained in the receiving classrooms by the monitors, resulting in immediate clarification of difficult concepts.

D. Dial-a-course Study Center--Central control consists of sound tape banks and video tape recorders. The student dials the program desired and sees the teacher or demonstrations on an 8" viewscreen. The instructor has the prerogative to override student operation of the controls for sequential progress. Optimal flexibility provides 10-15 video chains and 1000 sound tape lessons.

E. Multi-Program-Lingua-Dial--This lets teacher and/or students select, by means of a dial, hundreds of different program inputs. The system may use tape or audiovisual equipment. A special application is for "at home" students who may dial programmed lessons through telephone equipment plugged into the system.

F. Telephone--Answering service (electronic secretary) may be used as practice recordings. Cost is not prohibitive. (Ship's Jewelry, Provo, Utah)



III. OTHER TEACHING AIDS

A. Record Player--One of the least expensive mechanical aids, the record player is simple to operate and easy to move. Most texts have accompanying records for listening comprehension and widening of cultural knowledge and experience.

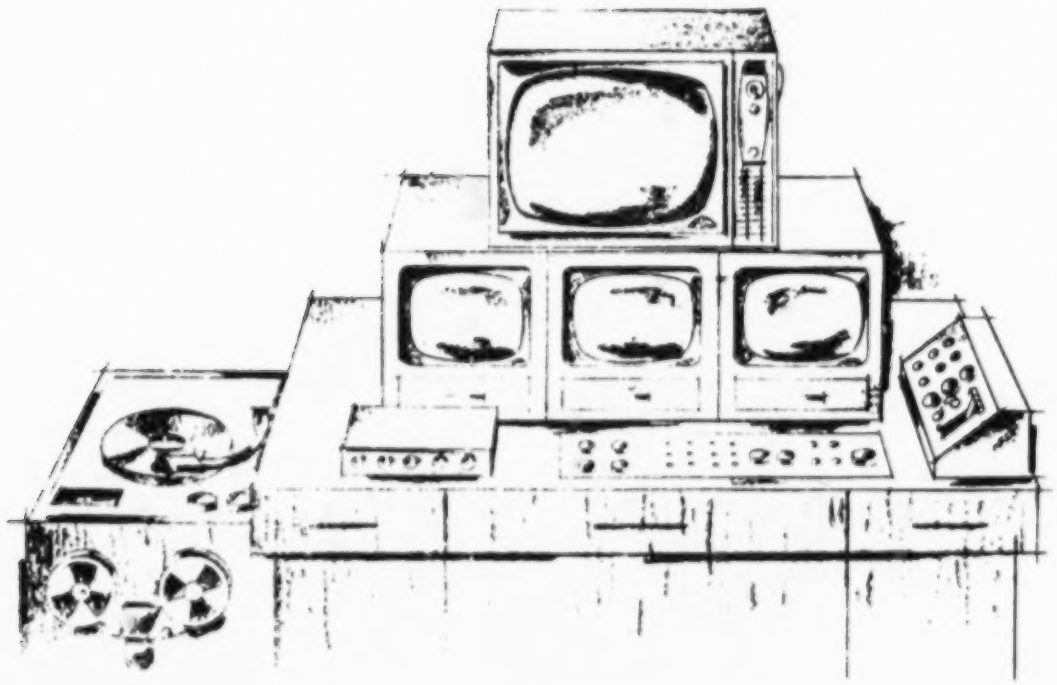
B. Tape Recorder--This machine has the advantage over the record player in that it can be used again and again without noticeable wear or irreparable breakage.

C. Movie Projector--There are many good films with foreign language sound tracks which make it possible to enrich the cultural content of the language course and give the class opportunities to hear the language spoken in native situations. Many new programs of instruction demand use of the movie projector as an integral part of presentation.

D. Overhead Projector--The creative and imaginative teacher uses the overhead projector to good advantage. Visual materials and variations of cultural and structural designs and writing may be projected above and behind the teacher so the teacher faces the class. The visuals are on acetate and may be designed as individual pictures or overlays. Use grease pen for drawing on the acetate.

E. Filmstrip and Slide Projectors--There are fine filmstrips as well as commercial 35mm slides available for integrated programs and cultural background. There are accompanying scripts, tapes and records for many programs. Personal slides of patrons and students who have travelled in the country provide interest and motivation.

F. Opaque Projector--This machine will project images from opaque materials such as maps, photos, texts, newspapers, magazines, and written materials. Illustrations make concepts more



meaningful. The machine is valuable for teacher and student demonstrations.

G. Television--Many programs are being initiated to help the teacher in the presentation of language materials. See section on innovations for further information on educational and closed circuit television.

H. Video-Tape Equipment--This device can be used to turn the classroom into a television studio to produce your own program.

I. Commercial Theaters--Worthwhile films in the target language are often shown in the vicinity of the school. Plan a group trip sponsored by the school, with parents to help, or encourage your students to plan to attend these selections.

J. Teaching Machines--Programmed instructional materials have been produced for manual teaching machines although this concept is better suited to electronic machines for greater flexibility.

K. Flannel Board--Here is a device which is certainly not new but which the creative teacher can use effectively to illustrate a dialogue situation, to present a story for audio comprehension, and to encourage participation.

L. Bulletin Board--The classroom should be a "cultural island." Even though sometimes it may seem that there is just not enough time to create a display, this means of communicating information to students is one of the best. Pictures and articles of the country whose language is being studied bring life into the classroom. Student participation should be encouraged in this effort.

M. Radio--A very valuable aid to language learning is the short-wave broadcast from foreign lands. Encourage students to record, if possible, radio conversations, newscasts, and commercials.

Special Note: An excellent aid in establishing a language laboratory, obtaining a tape library, using the laboratory for testing purposes, for orienting student and teacher to the use of laboratory equipment and for learning about proper maintenance of the laboratory is the series of films Successful Use of the Language Laboratory and the accompanying guide.

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Bowmar Records, Inc., 622 Rodier Drive, Glendale, California 91201

Children's Music Center, 5373 West Pico Boulevard, Los Angeles, California 90019

Coronet Films, Coronet Building, 65 East South Water Street, Chicago, Illinois 60601

Deutschlandspiegel, German Consulate, 1102 Grand Avenue, Kansas City, Missouri 64190

Educational Audiovisual, Inc., 29 Marble Avenue, Pleasantville, New York 10570 (Latin, French, German, and Spanish)

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Eyegate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435

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2. "Basic Language Laboratory Equipment and Its Use"
3. "Language Laboratory Administration"
4. "Effective Language Laboratory Practice"
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Esso Tourist Service, Foreign Department, 15 West 51st Street, New York, New York (Excellent road maps of Western Europe, Switzerland, and Germany -- in German)

FACSEA (French American Cultural Services and Educational Aids), 972 Fifth Avenue, New York, New York 10021

French Cultural Services, 740 Taylor Street, San Francisco, California

French Government Tourist Office, French National Railroads, 500 Fifth Avenue, New York, New York

French Tourist Office, 972 Fifth Avenue, New York, New York

German Consulate, 601 California Street, San Francisco, California 94108

German Federal Railroad, 11 West 42nd Street, New York, New York (Or direct from Deutsche Bundesbahn Frankfurt am Main Karlstrasse 4/6) (Booklet, "Travel ABC" posters, railroad schedules, pictorial map of Rhine)

German Information Center, 410 Park Avenue, New York, New York 10022 (Distributes The Bulletin, a weekly in English)

German Service Bureau, University Extension, 732 North Lake Street, Madison, Wisconsin 53706

German Tourist Information Office, Association Films, Inc., 25358 Cypress Avenue, Hayward, California

Lufthansa German Air Lines, 410 Park Avenue, New York, New York (Posters, calendars, menus, maps, some in classroom quantities)

Mexican Consulate, Newhouse Hotel Suite 812, Salt Lake City, Utah

Mexican Government Tourist Department, 630 Fifth Avenue, New York, New York 10020

National Foreign Language Week Posters, Professor James Fonesca, California Lutheran College, Thousand Oaks, California 91360

Spanish Consulate, 5526 Wilshire Boulevard, Los Angeles, California

Spanish-Speaking Consulates in San Francisco:

Argentine, Consulate of, 870 Market Street, (YU 2-3050)
Bolivia, Consul General of, 821 Market Street, (SU 1-5481)
Chile, Consulate of, 870 Market Street, (YU 2-7662)
Colombia, Consulate General of, 9 First Street, (Do 2-0080)
Costa Rica, Consulate General of, 785 Market Street, (Ex 2-8488)
Dominican Republic, Consul General of, World Trade Center, (SU 1-7651)
Ecuador, Consul General of, 1095 Market Street, (UN 1-7516)
El Salvador, Consulate General of, World Trade Center, (SU 1-7924)
Quatemala, Consulate General of, 9 First Street, (SU 1-0018)
Honduras, Consulate of, 9 First Street, (EX 2-0076)
Mexico, Consulate General of, 870 Market Street, (EX 2-5554)
Nicaragua, Consulate General of, 9 First Street, (DO 2-1145)
Paraguay, Consulate of, 870 Market Street, (YU 2-9424)
Peruvian, Consulate General, 785 Market Street, (DO 2-5185)
Philippines, Consulate General of, World Trade Center, (YU 2-3271)
Spain, Consulate General of, 690 Market Street, (GA 1-6021)
Uruguay, Consulate General of, 607 Market Street, (YU 6-3894)
Venezuela, Consulate General of, 821 Market Street, (GA 1-5172)

EVALUATION AND TESTING

Definitions of Types of tests listed here: (Source--Valette)

Achievement Test--measures student's control of the language, not based on content of a particular course of instruction. This test is prepared by an outside group of examiners and has been carefully pre-tested and standardized.
Prognostic-Aptitude Test--provides a statistical indication of a student's probable success in a given area of study.
Proficiency Test--defines a student's level of achievement in reference to a specific type of instruction (or employment).

Brigham Young University Proficiency Test, Brigham Young University, Provo, Utah 84601

Carroll, John B., and Sapon, Stanley M. Modern Language Aptitude Test and Modern Language Aptitude Test Elementary (Grades 3-6), The Psychologica Corporation, 304 East 45th Street, New York, New York 10017

College Entrance Examination Board, Advanced Placement Program: Course Descriptions, Also: A Description of the College Board Achievement Tests, Box 1025, Berkeley, California 94701

Common Concepts Foreign Language Test, California Test Bureau, Del Monte Research Park, Monterey, California 94930

Cooperative Foreign Language Tests and MLA Cooperative Foreign Language Tests, Cooperative Test Division, Educational Testing Service, Box 1025, Berkeley, California 94701

Donoghue, Mildred R. Foreign Languages and the Schools: A Book of Readings contains a reprint of "Evaluation and Testing in Teaching Modern Foreign Languages" by Esther M. Eaton.

Lado, Robert. Language Testing: The Construction and Use of Foreign Language Tests, (Price $6.50), McGraw-Hill Company, College Division, 330 West 42nd Street, New York, New York 10036

Pimsleur, Paul. Pimsleur Language Aptitude Battery and Pimsleur Modern Language Proficiency Tests, Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017

Valette, Rebecca M. Modern Language Testing: A Handbook, ($3.75), Harcourt, Brace & World, Inc. 757 Third Avenue, New York, New York 10017

JOURNALS, PERIODICALS, AND NEWSLETTERS

Belyayev, B. V. "Basic Methods of Foreign Language Instruction," Soviet Education, 7:35-45, October 1965.

Childers, J. Wesley. Foreign Language Teaching. New York: The Center for Applied Research in Education, 1964.

"Criteria for the Evaluation of Materials," Appendix 2. MLA Selective List of Materials. New York (75th Avenue): Modern Language Association of America, 1962.

Die Zeit, German Language Publications, Inc. (Advanced), 75 Varick Street, New York, New York 10023 (Write for subscriptions to German publications.)

Eaton, Esther M. "Evaluation and Testing in Teaching Modern Foreign Languages." Reprint from School Life. Washington, D.C.: U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, March 1962.

Education in France (Quarterly), French Cultural Services, 740 Taylor Street, San Francisco, California

"FL Program Notes: A Dozen Facts About Languages," PMLA, 79:A-14, March 1964.

Foreign Language Review ($1.50 per year), Foreign Language Review, Inc., 200 Park Avenue South, New York, New York 10003 (Readings in English, French, German, Latin, and Spanish)

Gansberg, M. "Sevres et l"Edole Active Bilingue," Clearing House, 4:422-24, March 1966.

Hocking, Elton. "Presentation to Modern Language Section of North Dakota Education Association," Modern Language News, Volume 14, No. 1, January 1966.

"The Ideal Preparation of Foreign Language Teachers," Modern Language Journal, 50:75-6, February 1966.

Idioma, Max Hueber Verlag, 8 München 13, Amalienstrasse 77/79, West Germany, (International magazine in English, French, German, Italian, Spanish, and Russian)

Language Learning: A Multi-Discipline Approach. Published in the DFL Bulletin, Volume IV, No. 2, May 1965.

Le Francais dans le Monde, 79 bd. Saint-Germain, Paris-6e

Life en Español, Time Inc., Rockefeller Center, New York, New York 10020

Mexico/This Month, Atenas 42, Mexico, D.F. (What to see, where to go in Mexico, month by month)

Monatspost, 237-239 Andrews Street, Rochester, New York (Written and designed for American study of German)

Outside Russia, St. Serfius High School, Park Avenue, New York, New York (Written in English and Russian)

Quinto Lingo (Monthly $5.00), 33 East Minor Street, Emmaus, Pennsylvania 18049 (Readings in English, French, German, Italian, Russian, and Spanish)

Raymond, M., and Claude L. Bourcier, Elementary French Series: Bonjour, Venez voir, Je sais Lire, Je lis avec joie ($1.00 each), Allyn & Bacon, Inc., Boston, Massachusetts

Res Gestae, Yale Book Co., Ltd., 34 Butternut Street, Toronto, Canada

Scholastic Magazines and Book Services (Samples available upon request), 902 Sylvan Avenue, Englewood Cliffs, New Jersey 17632

French: Bonjour, Ca Va, Chez Nous
German: Das Rad, Der Roller
Russian: Kometa
Spanish: Qué Tal? El Sol, Hoy Día

"Standards for Teacher-Education Programs in Modern Foreign Languages," PMLA, 74:A-12, September 1964.

NEWSLETTERS (Free)

Classroom Clipper, Educational Department, Pan American Airways, Pan American Building, New York, New York 10017

Foreign Language Forum, Holt, Rinehart & Winston, 383 Madison Avenue, New York, New York (For users of Holt Programs)

Foreign Language Newsletter, Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania

German News Bulletin, German Information Center, 410 Park Avenue, New York, New York 10022

Language Arts News, Allyn & Bacon, 470 Atlantic Avenue, Boston, Massachusetts 02210

Language Teacher's Notebook, Scott-Foresman and Co., 1900 East Lake Avenue, Glenview, Illinois 60025

Let's Talk, Teaching Audials and Visuals, Inc., 250 West 47th Street, New York, New York

Mieux Dire, Bulletin de linguistique de l'office de la langue francaise, Ministere des Affaires Culterelles, 360 rue McGill, Montreal, Canada

News Bulletin, The Russian Studies Center for Secondary Schools, The Andrew Mellon Library, The Choate School, Wallingford, Connecticut 06492

Spanish Newsletter, Information Department of the Embassy of Spain, 785 National Press Building, Washington, D.C. 20004

Teacher's Notebook, Harcourt, Brace & World, 757 Third Avenue, New York, New York 10017

MISCELLANEOUS

Miller, James Dale. "The Visual Adjunct in Foreign Language Teaching," (unpublished doctoral thesis, University of Utah, August 1964)

Oller, John. Address Given at a meeting held by Encyclopedia Britannica Films, Inc., in Washington, D.C., November 14, 1963.

Probst, Glen W. "An Analysis of Trends and Teacher Problems in Foreign Language Instruction in Public Secondary Schools of Utah," (unpublished Master's thesis, Department of Modern and Classical Languages, Brigham Young University, 1966.)

LEARNING ACTIVITY AIDS

GAMES (Sources)

Donoghue, Mildred R. Foreign Languages and the Elementary School Child, (See pp. 139-155), Wm. C. Brown Co. Publishers, Dubuque, Iowa

Foreign Languages in the Elementary Schools of Utah (Guide) (See pp. 21 ff.) Utah State Board of Education, 136 East South Temple, Salt Lake City, Utah

Merry-Go-Round of Games in Spanish (Dollar Language Series), National Textbook Corporation, Niles Center Road, Skokie, Illinois 60076

Lee, W.R. Language Teaching Games and Contests ($1.00), Oxford University Press, 200 Madison Avenue, New York, New York 10016

Mackey, William Francis. Language Teaching Analysis (See pp. 439-452), Longmans Canada Ltd., Don Mills, Ontario

Opletter, München, Karlsplatz 1, Germany (Send for games catalog)

Wagner, Rudolph. Lingua Games, J. Weston Walch, Publisher, Box 1075, Portland, Maine 04101

MATERIALS AND SOURCES

Airlines

Aeorlineas Argentinas, 9 Rockefeller Plaza, New York, New York.
Aeronaves de Mexico, 13 West 50th Street, New York, New York.
Aeorlineas Peruanas, 500 Fifth Avenue, New York, New York.
Aerovias Panama, 10 East 52nd Street, New York, New York.
Air Canada, 680 Fifth Avenue, New York, New York.
Air France, JFK International Airport, New York, New York.
Alitalia, 666 Fifth Avenue, New York, New York.
American Airlines, 633 3rd Avenue, New York, New York.
APA Airlines (to S.A.), 10 East 52nd Street, New York, New York.
ASA International Airlines (to S.A.), 220 Broadway, New York, New York.
Avianca (to S.A.), 6 West 49th Street, New York, New York.
Braniff International (to S.A.), Braniff Building, Dallas, Texas.
British European Airways, 529 Fifth Avenue, New York, New York.
British Overseas Airways Corporation, 530 Fifth Avenue, New York, New York.
Canadian Pacific Airlines, 581 Fifth Avenue, New York, New York.
Capital International Airways, 535 Fifth Avenue, New York, New York.
Eastern Airlines, 10 Rockefeller Plaza, New York, New York.
El Al Israel Airlines, 850 3rd Avenue, New York, New York.
Guest Aerovias Mexico, 60 East 42nd Street, New York, New York.
Iberia Airlines of Spain, 518 Fifth Avenue, New York, New York.
Icelandic Airlines, 610 Fifth Avenue, New York, New York.
KLM Royal Dutch Airlines, 609 Fifth Avenue, New York, New York.
LACSA (National Flag Carrier of Costa Rica), 10 East 52nd Street, New York, New York.
LAN-CHILE Airlines, 500 Fifth Avenue, New York, New York.
LANICA Airlines (Nicaragua), 2 East 54th Street, New York, New York.
Lufthansa German Airlines, 410 Park Avenue, New York, New York.
Panama Airways, 60 East 42nd Street, New York, New York.
Sabena Belgian World Airways, 589 Fifth Avenue, New York, New York.
Scandinavian Airlines System, 138-02 Queens Boulevard, Jamaica, New York.
Swiss Air Lines, 10 West 49th Street, New York, New York.
TAN Airlines (to S.A.), 500 Fifth Avenue, New York, New York.
Trans World Airlines, 630 Fifth Avenue, New York, New York.
United Airlines, 277 Park Avenue, New York, New York.
Varig Airlines (to S.A.), 634 Fifth Avenue, New York, New York.
VIASA (Venezuelan International Airways), 18 East 48th Street, New York, New York.

Bulletin, Display, Booklets

Baited Bulletin Boards, E-Z Bulletin Boards, Games and Ideas for Teaching Spanish, How to Make and Use Flannel Boards, Making and Using Charts, Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94036

Bulletin Board Materials, Acme Bulletin Board and Directory Co., 37 East 12th Street, New York, New York OR
Beckley Cardy Co., 1632 Indiana Avenue, Chicago, Illinois OR
Redi-Kut Letter Co., 185 North Prairie, Hawthorne, California

Charts and Posters

The Cuthbertson Verb Wheel, D. C. Heath & Co., 285 Columbus Avenue, Boston, Massachusetts 02116

Heath's Modern Language Wall Charts, D.C. Heath & Co., 285 Columbus Avenue, Boston Massachusetts 02116

Interesting Origins of English Words, G. & C. Merriam Co., Springfield, Massachusetts (Free)

A Transcription Illustrating Use of the International Phonetic Alphabet, G. & C. Merriam Co., Springfield, Massachusetts (Free)

Wall Chart of language laboratory terminology in French, Spanish and German. D.C. Heath & Company, 285 Columbus Avenue, Boston, Massachusetts 02116 (Free)

Wall Charts, The Bruce Publishing Co., 400 North Broadway, Milwaukee, Wisconsin

French

Heath's Reduced Facsimiles and French Word List for Modern Language Wall Charts, D.C. Heath & Co., 285 Columbus Avenue, Boston, Massachusetts 02116

Posters of French scenes, French National Railroads, 610 Fifth Avenue, New York, New York

German

German Service Bureau, University Extension Division, University of Wisconsin, Madison, Wisconsin 53706. Posters, picture books, program and game suggestions, song books, playlets, books on puppetry, bulletins, folk dances.

Posters of Germany. Various embassies, tourist information centers, railways, and airlines.

Latin

Posters of Italy. Italian State Tourist Office, 626 Fifth Avenue, New York, New York 10020 (Free)

Watch Your Vocabulary Grow! Scott, Foresman & Co., 433 East Erie Street, Chicago, Illinois (Free)

Spanish

Heath's Reduced Facsimiles and Spanish Word List for Modern Language Wall Charts, D.C. Heath & Co., 285 Columbus Avenue, Boston, Massachusetts 02116

Posters of Central and South America. Various embassies, tourist information centers, and airlines.

Posters of Spain. Spanish National Tourist Office, 589 Fifth Avenue, New York, New York

Vowel-Changing Patterns. Scott, Foresman & Co., 433 East Erie Street, Chicago, Illinois (Free)

Club Materials

French

Wood, Roberta Q. The French Club in High School, 1962, 96 pp. National Textbook Corporation, 4761 West Touhy Avenue, Lincolnwood, Illinois 60646

German

Birkmaier, Emma Marie, German Club Manual. 80 pp. Thrift Press, Ithaca, New York

Needles, Robert C., National Coordinator, National Federation of Students of German (Federation of High School and College German Clubs) Box 7342 University of Texas, Austin, Texas 78712. Annual dues $5.00 per club plus $.50 per member. The ultimate goal of NFSG is to help enrich and expand German programs in high schools and colleges by strengthening the German club aspects of these programs. At present the NFSG is trying to: 1) establish communications between existing clubs with the national office at the University of Texas acting as a clearing house. 2) furnish information and aid in the founding of area federations of students of German.

Latin

American Classical League, Miami University, Oxford, Ohio 45056

Spanish

Roach, Eloise. Spanish Club Manual, 1961, 113 pp. National Textbook Corporation, 4761 West Touhy Avenue, Lincolnwood, Illinois 60646

Dictionaries

French

Dubois, Marguerite-Marie, Denis J. Keen, Barbara Shuey, and Lester G. Crocker. Larousse's French-English English-French Dictionary. New York: Washington Square Press, Inc., 1955, 515 pp.

Girard, Denis, Gaston Dulong, Oliver Van Oss, and Charles Guinness. The New Cassell's French Dictionary French-English English-French. New York: Funk & Wagnalls Co., 1962, 1417 pp.

Leitner, M. J., and J. R. Lanen. Dictionary of French and American Slang. New York: Crown Publisher, 1965, 272 pp.

Switzer, Richard and Herbert S. Gochberg. Follett World-Wide French Dictionary Dictionnaire Francais English-French French-English. Chicago: Follett Publishing Co., 1966, 512 pp.

German

Betteridge, Harold T., ed., The New Cassell's German-English English-German. New York: Funk & Wagnalls Co., 1965, 2349 pp.

Glucksman, Paul H. Follett World-Wide German Dictionary Deutsches Worterbuch English-German German-English. Chicago: Follett Publishing Co., 1966, 544 pp.

Klatt, E., and G. Golze. Langenscheidt's German-English English-German Dictionary. New York: Washington Square Press, Inc., 1952, 526 pp.

Italian

Bocchetta, Vittore E. Follett World-Wide Italian Dictionary Dizionario Italiano English-Italian Italian-English. Chicago: Follett Publishing Co., 1965, 544 pp.

Rebora, Piero, Francis M. Guercio, and Arthur L. Hayward. Cassell's Italian Dictionary Italian-English English-Italian. New York: Funk & Wagnalls Co., 1959, 1079 pp.

Tedeschi, Alberto, and Carlo Rossi Fantonetti. Mandadori's Pocket Italian-English English-Italian Dictionary. New York: Washington Square Press, Inc., 1959, 576 pp.

Latin

Levine, Edwin B., Goodwin B. Beach, and Vittore E. Bocchetta. Follett World-Wide Latin Dictionary Latinum Dictionarium Latin-English English-Latin. Chicago: Follett Publishing Co., 1967, 767 pp.

Simpson, D.P. Cassell's New Latin Dictionary Latin-English English-Latin. New York: Funk & Wagnalls Co., 1960, 883 pp.

Spanish

Castillo, Carlos, and Otto F. Bond. University of Chicago Spanish-English English-Spanish Dictionary. New York: Washington Square Press, Inc., 1961 c. 478 pp.

Peers, Edgar Allison, José V. Barragán, Francesco A. Vinyals, and Jorge Arturo Mora. Cassell's Spanish Dictionary Spanish-English English-Spanish. New York: Funk & Wagnalls Co., 1960, 1477 pp.

Wiezell, Richard J., ed., Follett World-Wide Spanish Dictionary Diccionario Espanol English-Spanish Spanish-English. Chicago: Follett Publishing Co., 1966, 640 pp. Based on 1964 Fucilla Spanish Dictionary, revised by Ida Navarro Hinojosa.

Williams, Edwin B. Spanish and English Dictionary Diccionario Inglés y Español. Revised edition. New York: Holt, Rinehart & Winston, Inc., 1962, 1226 pp.

Russian

Wedel, E., and A.S. Romanov. Romanov's Russian-English English-Russian Dictionary. New York: Washington Square Press, Inc., 1964, 505 pp.

Multilingual

Williams, Edwin B. and Alfred Senn. The New College Multilingual Dictionary. New York: Bantam Books, Inc., 1967, 309 pp. A seven-language dictionary.

Flannel Board Materials

Judy Co., 310 North 2nd Street, Minneapolis, Minnesota
Oravisual, Inc., Box 11150, St. Petersburg, Florida
Self-Teaching Aids, 6435 Crenshaw Boulevard, Los Angeles, California

Maps

Hagstrom Co., 311 Broadway, New York, New York
National Geographic Society, School Services Division, 17th & M Streets, N.W., Washington, D.C.
A.J. Nystrom & Co., 3333 Elston Avenue, Chicago, Illinois

Reviewing French: First Year, Two Years, Three Years
Reviewing Text in Latin: First Year, Two Years, Three Years
Reviewing Spanish: First Year, Two Years, Three Years

Barron's Educational Series, Inc., Great Neck, New York.
Regents Examinations and Answers
French: One Year, Two Years, Three Years
German: Two Years
Latin: Two Years, Three Years
Spanish: One Year, Two Years, Three Years

Tourist Literature

Clark, Sydney A. All the Best in South America. New York: Dodd, Mead & Co., 1966. Separate volumes: East Coast, 264 pp.; West Coast, 271 pp.

Fielding, Temple H. Fielding's Guide to Europe. New York: Fielding Publications, Inc., Revised annually.

Fodor, Eugene, ed., Fodor's Guide to Europe. New York: David McKay Co., Inc., Revised annually.

_____, Fodor's Guide to South America. New York: David McKay Co., Inc., Revised annually.

Frommer, Arthur. Europe on $5.00 a day. New York: Arthur Frommer, Inc., Revised annually.

Greenberg, Arnold, and Harriet Greenberg. South America on $5.00 a Day. New York: Arthur Frommer, Inc., 1966, 224 pp.

Harvard Student Agencies. Let's Go: The Student's Guide to Europe. Cambridge, Massachusetts: Harvard Student Agencies, Inc., 1965, 257 pp.

Olson, Harvey S. Aboard and Abroad: Complete Travel Guide to Europe. Philadelphia: J. B. Lippincott Co., Revised annually.

Pan American Airways. New Horizons World Guide. New York: Pan American Airways. Revised periodically.

_____, Complete Reference Guide to France. New York: Pan American Airways. Revised periodically.

_____, Complete Reference Guide to Spain and Portugal. New York: Pan American Airways. Revised periodically.

Pan American Union, Travel Division, 17th Street and Constitution Avenue, N.W., Washington, D. C. Assorted literature on countries of the Pan American Union.

Trans World Airlines. Travel Tips for France (separate titles: Travel Tips for Germany, Travel Tips for Italy, Travel Tips for Spain), New York: Trans World Airlines. Revised periodically.

U. S. Department of Defense. A Pocket Guide to France (separate titles: A Pocket Guide to Italy, A Pocket Guide to Spain), Washington, D. C.: U. S. Government Printing Office.

Wilcock, John. Mexico on $5.00 a Day. New York: Arthur Frommer, Inc., Revised annually.

Miscellaneous

Dic Mihi Latine!, Via Latina, 153 Jefferson Street, Tiffin, Ohio 44883. Subject matter and vocabularies for lessons in composition or speaking. $ .50.

French and European Publications, Inc., 610 Fifth Avenue, New York, New York 10020 (Write for catalog)

Informative Classroom Pictures on Mexico, Fideler Co., Grand Rapids, Michigan

Hammond, Vernon C., Spanish Language Publications Service, 211 South Main, McAllen, Texas 78501

Latin Graphic Chart #6140, Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio $1.00

Latin Study Aids, YES Books, P.O. Box 592, Stamford, Connecticut 06094 $.49

Life in Europe Library, The Fideler Co., 31 Ottawa Avenue, N.W. Grand Rapids, Michigan. Excellent texts, illustrations, charts - suitable for elementary and junior high.

Masterman, K.C. A Latin Word List, MaxMillan & Co., Ltd., St. Martin's Press Inc., New York, New York

A.J. Nystrom & Co., 3333 Elston Avenue, Chicago, Illinois 60618. Maps, globes with English and foreign text.

Pax, Joseph M. Word Mastery for Students of Latin, Scott, Foresman & Co., Chicago, Illinois

Quomodo Dicitur? Via Latina, 153 Jefferson Street, Tiffin, Ohio 44883 (Conversational and classroom expressions in Latin by Sister M. Emmanuel)

Successful Bulletin Boards, The Instructor Handbook, F.A. Owens Publishing Co., Dansville, New York 14437

Via Latina, Via Latina, 153 Jefferson Street, Tiffin, Ohio 44883. English and Latin parallel page arrangement. Teacher's Manual for Dic Mihi Latine! $.75

MUSIC

Canciones Populares and Canciones Populares de España y de México, The Thrift Press, Ithaca, New York

Chansons, Gessler Publishing Co., 131 East 23rd Street, New York, New York 10010

Chansons de France, D.C. Heath & Co., Division of Raytheon Education Co., 285 Columbus Avenue, Boston, Massachusetts 02116

Children's Music Center, Inc., 5373 West Pico Boulevard, Los Angeles, California 90019

Deutsches Liederbuch, The Thrift Press, Ithaca, New Yotk

Donoghue, Mildred R. Foreign Languages and the Elementary School Child (See pp. 119-127 for kinds of songs and examples), Wm. C. Brown, Publisher, Dubuque, Iowa

German Songs for Children (Free), German Service Bureau (Bulletin 6), University of Wisconsin, Madison, Wisconsin

Russia in Song ($2.50), Anna Lavaska, Ed., University of Washington Press, Seattle, Washington 98105

Spanish Music Center, Inc., Belvedere Hotel, 319 West 48th Street, New York, New York

Une Souris Verte. Gauvenet, Hélène #1703 (FLES Songs and Games), Chilton-Didier, Philadelphia, Pennsylvania

READING MATERIALS

Adler's Foreign Books (Importer), 110 West 47th Street, New York, New York (Catalogs in French, German, and Spanish)

Bond, Otto F., Bobrinskoy, George, et al., Graded Russian Readers, D.C. Heath & Co., 285 Columbus Avenue, Boston, Massachusetts 02116

Die Goldenen Kinderbücher, Max Desch, Verlag, Munich (Simon Schuster)

Drake, Gertrude. Latin Readings and More Latin Readings, Scott, Foresman & Co., Chicago, Illinois

German Bild- und Lesetafel, Hahnsche, Hannover, Adler's Foreign Books, 110 West 47th Street, New York, New York (66 pictures and 66 cards labeled in German - $2.95)

German Bookstore (Importer), 4762 Melrose Avenue, Los Angeles, California (Exclusively German materials)

German Language Package, Package Library of Foreign Children's Books, 69041 Groton Street, Forest Hills, New York (Books printed in Germany for German children. Write for catalog. 11 books $25.00, 7 books $15.00)

Gillingham, Allan G. and Baade, Eric C. Ovid Reader (Latin), Charles E. Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, Ohio 43216

Graded German Readers, D.C. Heath & Co., 285 Columbus Avenue, Boston, Massachusetts 02116

Gummere, John F. and Horn, Annabel. Classical Myths and Legends (Latin), Scott, Foresman & Co., Glenview, Illinois 60025

Kleines Deutschlandsbuch für Ausländer, Ithaca Press, Ithaca, New York

Mein erstes Buch, Kessinger, Therese, Bayrischer Schulbuch, Verlag, Munchen 19, Huburtusstrasse 4, Distributors: Adler or Rosenberg (1962 $1.30)

Petits Livres d'or, Les Editions Cocrico, 25 Boulevard des Italiens, Paris 2e, France

Pixibücher, Carlsen Verlag, Hamburg, Distributor: Books of the World (Importer), Roxbury Building, Sweet Springs, Missouri (32 different titles)

Plautus for Reading and Production (Gillingham & Baade) (Advanced), Scott, Foresman & Co., Glenview, Illinois 60025

Resource Reading for Culture Study, Donoghue, Mildred R. Foreign Language and the Elementary School Child. (See pp. 106-110)

Roig Spanish Books, 576 Sixth Avenue, New York, New York

Rosenberg Imports, 100 West 72nd Street, New York, New York (Write for catalog)

Selected Elementary Readers, Donoghue, Mildred R. Foreign Language and the Elementary School Child. (See pp. 72-74)

Stechert Hafner (Importer), 31 East 10th Street, New York, New York 10003

PROFESSIONAL PUBLICATIONS

American German Review ($5.00 per year -- Bi-monthly Publication), National Carl Schurz Association, Inc., 339 Walnut Street, Philadelphia, Pennsylvania 19106

The Classical Journal (Monthly $4.25), The Classical Association of the Middle West and South, Paul R. Murphy, Ohio University, Athens, Ohio 45701

The Classical Outlook (Monthly $5.00), The American Classical League, Henry C. Montgomery, Business Manager, Miami University, Oxford, Ohio 45056

The Classical World (Monthly $4.25), The Classical Association of the Atlantic States, Edward A. Robinson, Rutgers University, Newark, New Jersey 07102

Foreign Language Annals (Quarterly $4.00), The American Council on the Teaching of Foreign Languages, F. Andre Paquette, Executive Secretary, 62 Fifth Avenue, New York, New York 10011

The French Review (6 issues per year $6.00), American Association of Teachers of French, J. Henry Owens, Secretary-Treasurer, Eastern Michigan University, Ypsilanti, Michigan 48197

The German Quarterly (5 issues per year $7.50), American Association of Teachers of German (Membership dues $10.00. Includes subscription to the journal and Die Unterrichtspraxis), Adolph Wegener, Box 43, Muhlenberg College, Allentown, Pennsylvania 18104

Hispania (5 issues per year $8.00), American Association of Teachers of Spanish and Portuguese, Eugene Savaiano, Secretary-Treasurer, Wichita State University, Wichita, Kansas 67208

Italica (Quarterly $6.00), American Association of Teachers of Italian, Joseph E. Laggini, Secretary-Treasurer, Rutgers--The State University, New Brunswick, New Jersey 08903

Language Learning: A Journal of Applied Linguistics (Quarterly), Language Learning Research Club, University of Michigan, Ann Arbor, Michigan

The Modern Language Journal (8 issues per year $4.00), National Federation of Modern Language Teachers Association, Wallace G, Klein, Business Manager, 13149 Cannes Drive, St. Louis, Missouri 63141

The Slavic and East European Journal ($10.00), American Association of Teachers of Slavic and East European Languages, Department of German and Russian, University of Arizona. Tucson, Arizona 85721

RESOURCES AND SUPPLEMENTARY INFORMATION
HANDBOOKS, GUIDES, BROCHURES, NEWSLETTERS, BULLETINS

Bachiment, Otto G. Instructional Guide and Suggestions for the Teaching of Conversational Spanish In the Elementary School ($1.50), College of Puget Sound, Tacoma, Washington

Birkmaier, Emma M. Materials for Teaching German in the Elementary School (Bulletin - Free), Colgate University, Hamilton, New York

A Comprehensive Bibliography of French Language and Literature for Schools, Libraries, Universities, and Colleges, French and European Publications, Inc., 610 5th Avenue, New York, New York

Dade County Public School Instructional Guide for Teaching Conversational Spanish in the Primary Grades (Also another similar guide for Intermediate Grades) Bulletins 20A and 20B $1.50 each, Dade County Public Schools, Supervisor of Textbooks, 320 S.W. 22nd Avenue, Miami, Florida

Education Today (Bulletin for Elementary Schools), Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio

Ellert, Ernest and Lois Ellert. German for Elementary School Children: A Teacher's Manual (Revised $2.50), Blue Key Bookstore, Hope College, Holland, Michigan

ERIC: Clearinghouse on the Teaching of Foreign Language, 62 Fifth Avenue, New York, New York 10011

Ferguson, Charles A. and William A. Stewart, Editors, Linguistic Reading List for Teachers of Modern Languages, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C.

Foreign Language in the Elementary School (Guide), State Foreign Language Supervisor, State Department of Public Instruction, 227 State House, Indianapolis, Indiana 46204 (A guide for teachers, parent, and administrators $.25)

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German for Children--A Manual for Teachers and Parents, Johnsen Publishing Co., 1135-8 R. Street, Lincoln, Nebraska

A Guide for Foreign Languages (Publication No. 127G), Department of Education, Jefferson City, Missouri

A Guide for Foreign Languages. Missouri: State Board of Education, 1963

A Guide for Instruction in Modern Foreign Languages. St. Paul, Minnesota: Department of Education, 1965

A Guide for Instruction in Modern Foreign Languages, Grades 4-12 (Curriculum Bulletin No. 27), State of Minnesota Department of Education, Documents Section, Room 140, Centennial Building, St. Paul, Minnesota

A Guide for the Teaching of French in the Elementary Schools, Public Schools of the District of Columbia, Washington, D.C.

Guidelines in the Teaching of German, Grades 5 and 6 (Tentative Ed.), American Association of Teachers of German FLES Committee, 1968, Box 43, Muhlenberg College, Allentown, Pennsylvania

Hayes, Alfred S. Language Laboratory Facilities: Technical Guide for the Selection, Purchase, Use and Maintenance, U.S. Office of Education (Bulletin No. 37 DE 21024) 1963, Government Printing Office, Washington, D.C.

International Communications Foundation, 840 Monterey Pass Road, Monterey Park, California (Includes Teacher's guide for thorough study of life in Mexico today)

"La Familia Fernandez." The Florida FL Reporter, Volume 4, No. 2, 1965-66

Methods, Services, Materials, Center for Curriculum Development (in Audio-visual Language Teaching) 1969-70, 401 Walnut Street, Philadelphia, Pennsylvania 19106

MLA: Planning and Operating a Language Laboratory or an Electronic Classroom in a High School: A Dozen Do's and Don'ts, Distributed by: FLA- Foreign Language Research Center, 4 Washington Place, New York, New York

MLA Teacher's Guide for German Grades 3-6, Grade Teacher, 23 Leroy Avenue, Darien, Connecticut 06820

Modern Foreign Languages for Iowa Schools. Des Moines: Iowa Cooperative Curriculum Development Program, State Department of Public Instruction, 1963

Occupational Outlook Handbook, Regional Office of the Bureau of Labor Statistics, U.S. Department of Labor, 450 Golden Gate Avenue, San Francisco, California 94103

Reference on Foreign Language in the Elementary, U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C.

References on Foreign Languages in the Elementary School ($.40), Elizabeth Keesee (Author), U.S. Department of Health, Education, and Welfare, Document No. 1-27001B, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

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Selected Readings in Linguistics (Includes advice on classroom teaching and learning), MLA-ACTFL, Materials Center, 62 Fifth Avenue, New York, New York 10017

Selected Readings on Teaching Foreign Language (Grades K-12), 1967, University of State of New York, the State Education Department, Curriculum Development Center and Bureau of School Libraries, Albany, New York

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Wagner, Rudolph F. Successful Devices in Teaching German, J. Weston Walch, Publisher, Box 658, Portland, Maine 04104

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Jones, Sally, "The Saint-Cloud Revolution," Reprinted from The Iolani Bulletin, Honolulu, 1965

"Learning A Modern Foreign Language," Teacher's Notebook in Modern Foreign Languages, New York: Harcourt, Brace & World, 1961

MLA Cooperative Language Tests. Brochure, New York: Modern Language Association, 1965

NDEA Title III Guidelines, Washington, D.C.: Bureau of Education Assistance Programs, U.S. Department of Health, Education, and Welfare, U.S. Government Printing Office, January 1965

Pimsleur, Paul. Pimsleur Language Aptitude Battery. Brochure, New York: Harcourt, Brace & World, May 1966

"Reports of the Working Committees," Foreign Language Teaching: Ideals and Practices. Maryland: The Northeast Conference of the Teaching of Foreign Languages, Inc., 1964

"Rolling Lab." Hawaiian Language Teacher, Volume 6, No. 2, Hawaii Association of Language Teachers, March 1965

Scherer, George A.C. "A System for Teaching Modern Foreign Language Reading." Teacher's Notebook in Modern Foreign Languages. New York: Harcourt, Brace & World, 1964

Should My Child Study a Foreign Language? Brochure, Washington, D.C.: Publications Division of the National Education Association in cooperation with the Department of Foreign Languages, not dated

Thompson, Mary P. Building Language Skills on an Audio-Lingual Foundation. Brochure, New York: Harcourt, Brace & World, 1965

"The Transition to the Classroom." Teacher's Notebook in Modern Foreign Languages. New York: Harcourt, Brace & World, 1961

West Virginia FL Bulletin, Volume XII, No. 2, May 1966

SOURCE MATERIALS

This section is designed to provide the teacher with a source of materials that will aid him in the classroom. The teacher who effectively employs audiovisual aids, music, and creative ideas can give his students a genuine feeling of being immersed in the culture. Such enrichment materials give added life and vitality to a foreign language program.

In order to have a more complete list of materials, it is highly recommended that every teacher obtain the following publications to be used with this guide:

1. Foreign Language Annals, American Council on the Teaching of Foreign Languages, ACTFL Annual Bibliography, ACTFL, 62 Fifth Avenue, New York, New York 10011 (Volume II, No. 4, May 1969)

2. MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages, MLA-ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011.
   1962, 168 pp. $1.00 -- 1964 Supplements $1.00

3. Source Materials for Teachers of Foreign Languages, Department of Foreign Languages, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

FLES teachers will find excellent suggestions on source materials in the book, Foreign Languages and the Elementary School Child, by Mildred R. Donoghue. (See Bibliography)

Secondary teachers will find the book, Teaching Foreign Languages, by Frank M. Grittner to be an invaluable reference. (See Bibliography)

In selecting a basic text the teacher is referred to the Utah State Board of Education's publication on textbook adoptions. Those texts have been approved by the State Textbook Adoption Commission. It is suggested that the teacher also refer to the page called "Textbook Selection" in the Foreign Language Guide.

For further annotations of materials in this guide, consult the three publications recommended on this page.

Information in this guide is listed under the following headings:

Audiovisual Sources
Bibliography--Professional References
Cultural Aids from Travel and Information Service
Evaluation and Testing Materials
Foreign Language Journals
Foreign Language Periodicals--Newsletters included
Learning Activity Aids
Resources and Supplementary Information--Handbooks, Guides
Sources of Catalogs
Study, Travel, and Exchange Information

STUDY, TRAVEL, AND EXCHANGE INFORMATION

The American Field Service, 313 East 43rd Street, New York, New York 10017 (Educational travel program for students, emphasizing a family living experience)

Council on International Exchange, 777 U.N. Plaza, New York, New York 10017 (Transportation, student/teacher work, study, overseas travel programs, independent travel)

Educational Professions Development Act (PL90-35), Language Institute Section, Division of College and University Assistance, U.S. Office of Education, Washington, D.C. (Request list for summer and academic year institutes)

The Experiment in International Living, Putney, Vermont 05346 (Educational travel programs--age 16-30-- emphasizing a family experience abroad. Opportunity for teachers as group leaders)

Foreign Language League Schools, Inc., 164 East 3900 South, Salt Lake City, Utah

Outline Maps for Geography and History. Iroquois Publishing Co., Syracuse, New York

Scandinavian Airlines System, 138-02 Queens Boulevard, Jamaica, New York
Maps of Madrid, Paris, Rome, et al.

Standard Oil Company of New Jersey (ESSO), Touring Service, 15 West 51st Street, New York, New York. Roadmaps of Western Europe, France, Italy, Canada, Mexico, Central and South America.

Trans World Airlines, 630 Fifth Avenue, New York, New York. Maps of Madrid, Paris, Rome, et al.

French

Map of France, French National Railroads, 610 Fifth Avenue, New York, New York

National Textbook Corporation, 4761 West Touhy Avenue, Lincolnwood, Illinois 60646

German

German Service Bureau, University Extension Division, University of Wisconsin, Madison, Wisconsin 53706

Latin

Stories of the Ancient World (one side) and Italy (other side). Scott, Foresman & Co., 433 East Erie Street, Chicago, Illinois (Free)

Spanish

Colored map of Latin America. Friendship Press, 475 Riverside Drive, New York, New York

Escopel Company, 103 Harrison Street, Verona, New Jersey

Geography poster maps (Mexico, South America). Beckley-Card Co., 1900 North, Narragansett Avenue, Chicago, Illinois

National Textbook Corporation, 4761 West Touhy Avenue, Lincolnwood, Illinois 60646

Spain (one side) and South America (other side). Scott, Foresman & Co., 433 East Erie Street, Chicago, Illinois (Free)

Pen Pals and Tape Pals

Bureau de Correspondence Scolaire, Dr. Frances V. Guille, Director, College of Wooster, Wooster, Ohio 44691

Oficina Nacional de Correspondencia Escolar, Harley D. Oberhelman, Director, Department of Foreign Languages, Texas Technological College, Lubbock, Texas 79409

The Voicepondence Club, Noel, Virginia 23047

World Pen Pals, World Affairs Center, University of Minnesota, Minneapolis, Minnesota 55455. Miss Virginia Stevens, Executive Secretary.

World Tapes for Education, P.O. Box 15703, Dallas, Texas 75215. Miss Marjorie Matthews, Secretary.

Review Books

Amsco School Publications, Inc., 45 East 17th Street, New York, New York.

Overseas Assistance and Training Branch, Mr. Vaugh R. Delong, Director, Division of Foreign Studies, Department of Health, Education, and Welfare, Washington, D.C. 20202 (U.S. Government Grants under the Fulbright-Hays Act)

UNESCO Publications Center, 317 East 34th Street, New York, New York 10016 (Study, teaching, vacations abroad)

Utah Foreign Language Association Study Tours, Tour Director: Paul Lloyd, 1660 North Oak Lane, Provo, Utah 84601

Travel Study International, Inc., 246 East 3900 South, Salt Lake City, Utah

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Bibliographies are almost out of date before they can be recorded; therefore, the committee recommends to all who use this guide that the bibliographies published in The Foreign Language Annals, under the sponsorship of the American Council on the Teaching of Foreign Languages (ACTFL), be consulted. The accessions of the Educational Resources Information Center (ERIC) will also be listed in the Foreign Language Annals.

COURSE OF STUDY FRAMEWORK — FRENCH

A course of study framework is essential to a coordinated or integrated program of instruction in foreign language. Provisions must be made for a broad, general framework which will give direction and provide the basic structure within which the foreign language teachers, under the direction of the district foreign language supervisor, will formulate their district or individual course work and teaching activities.

A course of study framework is one of the basic requirements to an articulated program of instruction because it establishes the "road map" which will enable the teacher to plot a course that has purpose and covers all essential elements. It helps to prevent the practice of wandering hither and thither without direction. A course of study framework will insure that the student achieves fundamental skills and acquires basic information prescribed by specialists as he ascends the foreign language ladder of development.

The six essentials of a well-articulated program of instruction in foreign language are:

1. A statement of objectives.

2. Qualified direction and supervision from the district office.

3. Teachers who are professionally prepared in content and methodology.

4. Adequate materials and equipment for instruction.

5. Content or subject matter that has been described with clarity and precision from the simple to the complex level of language learning.

6. Evaluation, including systematic measurement of student performance.

As an aid to articulation of foreign language instruction, the following definition of a level of foreign language instruction is provided:

> A <u>level</u> is a segment of language learning in which specific skills and information are prescribed for sequential acquisition by the student. The skills and learning to be acquired must be delineated. The constant element is the prescribed material to be learned; the variable elements are the learner, his maturation, capacity, experience, and motivation; the teacher, his preparation, experience, personality, and motivation; and the time (allotment or interval) required to master the material to be learned.
>
> "The boundaries between successive levels must be recognized as somewhat arbitrary, since the learning of a language is in a sense continuous and unending. However, it is possible to specify approximately what should be achieved by the end of each level. This achievement can neither be described nor tested in terms of the amount of time the learner has spent

A. They bring into focus the major course objectives.

B. They correspond, item by item, to the "Skills and Content" tables for each year (or level) of language study.

C. This format enables the curriculum planner to see how the course of study for a given year relates to the long-range objectives.

II. THE VERTICAL COLUMNS

In the vertical columns of this section an attempt has been made to identify those sounds, grammatical forms and word order arrangements which the American youngster must master in order to communicate in the French language. Special emphasis has been given to the points of difficulty invariably encountered by the student of French whose native language is English. Points of pronunciation, grammar, and word order which are closely parallel to English are easy to learn and, therefore, not mentioned.

In the vocabulary section it is clearly not possible to list all available words. That is the province of the lexicographer. However, it is possible to identify categories of vocabulary which must be learned if minimal communication is to take place.

Similarly with culture only areas which the student is likely to encounter and those which are appropriate to his age and maturity can be dealt with.

III. THE HORIZONTAL "SKILLS AND CONCEPTS" LIST

Reading horizontally, one can identify the learning problems which are unique to each skill. Clearly there are some items which are essential for all skills. On the other hand, there are items which have pertinence with only one of the skills. Teaching emphasis must reflect this fact. For example, inverted word order presents minimum difficulty in reading, but it is of crucial importance in the active skill of speaking. Other items, such as literary vocabulary and certain subjunctive forms, need only be learned for reading recognition.

It was agreed that the mastery of the four skills must be accompanied by a grasp of certain basic generalizations and concepts. These are listed in the bottom row of the table.

It should be noted that two separate sequences of study are listed. The longer sequence presumes six full sequential years of contact with the language. The shorter sequence may consist of four full sequential years or the equivalent number of contact hours distributed over a greater number of years in any one of many patterns of scheduling.

> in class or the number of pages he has 'covered' in the textbook."[1]

The basic language activities, skills, and content have been described on four levels or six grades of achievement from the simple to the complex. It is suggested that the teacher read all components of a level in order to get a more complete view of what is incorporated in each level.

Teachers are reminded again that the concept statements presented in this Framework are brief. It is suggested that school districts organize committees of language teachers and give them the responsibility of expanding and extending the content activities and subject matter described in this Framework. It is also suggested that the Utah Foreign Language Guide be consulted and used to assist in the process of expanding the Utah Course of Study Framework.

The Course of Study Framework for Foreign Languages and the Utah Foreign Language Guide provide criteria for the selection of textbooks. The Framework may be used to check the content of a textbook at a specific level, while the Guide may be used to evaluate the methodology proposed in a particular text.

Districts are urged to use this framework as a guide in setting up a district course of study in terms of their own textbook and school programs. The skill and content tables as presented here will have to be adapted to the actual program of the district. Three possible programs are shown below as examples.

	Grade		Grade		Grade
Advanced or A.P. Program	12 11	Advanced or A.P.	12	Level IV	12
Level IV	10	Level IV	11	Level III	11
Level III	9	Level III	10	Level II	10
Level II	8 7	Level II	9	Level I	9
Level I	6 5 4	Level I	8 7		

Explanation of the Skill and Content Tables[2]

I. THE ESSENTIALS FOR COMMUNICATION

In using the section "Essentials for Communication" pages are first unfolded from the front to back covers. These fold-out pages have the following functions:

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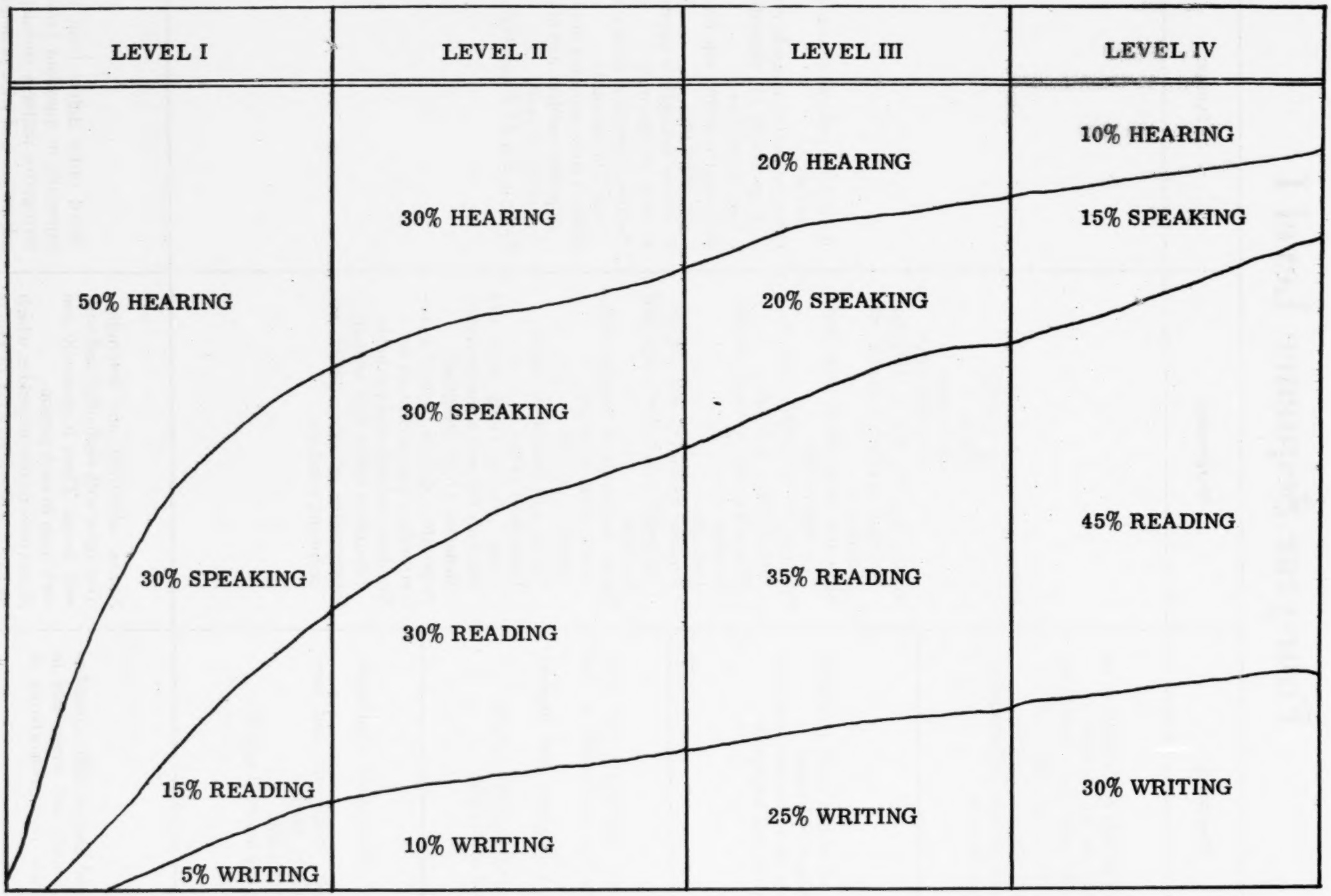
[1] Nelson Brooks, Charles F. Hockett, and Everett V. O'Rouke, Language Perspective and Prospectus, Bulletin of the California State Department of Education, Sacramento, November, 1963.

[2] French Curriculum Guide, Wisconsin Department of Public Instruction, Madison. The following flow charts and fold out charts were used by permission.

Essentials for Communication

Skills & Concepts	Phonology	Morphology	Syntax
Listening, The ability:	to hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	to hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	to hear the foreign language without b e i n g confused by syntactical arrangements
Speaking, The ability:	to produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	to express one's ideas orally using appropriate grammatical forms	to express one's ideas orally using word order which is characteristic of the spoken language
Reading, The ability:	to associate the appropriate graphic symbols with the sounds for which they stand	to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	to read directly in the foreign language without being confused by syntactical arrangements
Writing, The ability:	to spell the graphic symbols which stand for the sounds of the language	to express one's ideas in writing using appropriate grammatical forms	to express one's ideas in writing using the appropriate word order of the foreign language
Concept, The ability:	to understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	to understand how the foreign language uses variations in word order to e x p r e s s meaning

FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS *



* Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

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Four-year Sequence Level I

Phonology	Morphology	Syntax
All vowel sounds particularly *u, eu,* nasals *in, on, an, un,* mute *e* Consonants and semi - consonants, especially *l, r, gn, oui, ui, ail* Stress and absence of stress Three basic patterns of intonation Obligatory liaisons	Determinatives, Definite Indefinite Partitive Possessive Demonstrative Nouns, singular, plural, masculine, feminine, regular, irregular only if frequent Adjectives, sing., plural, masc., feminine, agreement Pronouns, Demonstrative, esp. *ce, ca* Interrogative, *qui, que* Possessive, esp. *le mien, le tien, le vôtre* Reflexive Personal (subjects and objects) esp. polite *vous* and *on* when used for *nous* Verbs, beginning of regular verbs +*être, avoir, faire,* etc. Infinitive, present Future and immediate future Imperative (reg.) *Passé composé* (with *avoir* and *être* only for most common verbs) Reflexive (most common) Prepositions *de* and *en* in the construction: *une montre en or* Numbers, ordinals and cardinals (*deuxième* rather than second) Interrogative adverbs, *quand, où, comment, combien*	Basic word order in statements (direct style) Questions and commands, esp. order of pronouns in affirmative and neg. imperative Interrogative forms, esp. *est-ce que, qu' est-ce que* *Si* answer to negative question Position of adjectives Position of personal pronouns (with only 1 in sentence) Indirect style requiring only change in person, subject, and object, not in mood of verb Pattern: *Il y a* for quantity
Produce all sounds heard accurately Make obligatory liaisons Reproduce short sentences with correct stress and intonation		
All vowels, consonants, and semi-consonants, particularly *e,* and mute *e* Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation		
Various orthographic representations All vowels, consonants, and semi-consonants, mute *e* Silent consonants *M* for nasals before *p* and *b* Liaisons		
French and English differ considerably in sounds and stress, and in orthographic representations of sounds.	Nouns, adjectives, and determinatives agree with each other and with verb forms. There is generally one verb form to each person. Nouns have no neuter gender, which means that memorization of *things* as being either *le* or *la* is obligatory.	Word order differs from English, especially in questions (several interrogative patterns co-exist), with adjectives, and with pronouns.

Four-year Sequence Level I

Vocabulary		Culture
800-1,000 words and expressions	In the context of the topics or units: greetings leave-taking classroom, incl. conversational terms numbers colors clothing clock time calendar time school building members of family, house parts and functions of body family life meals weather Christmas	Introduction to French culture should be *an integral and natural part of teaching French* but *should not take the place* of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, and pictures should stimulate the students' interest in learning about the following cultural items: French names forms of address courtesy patterns French school day and school year 24-hour clock French houses some typical foods and table manners French holidays, especially Christmas, Easter rhymes songs and music
500 words and expressions	Nouns, verbs, adjectives, adverbs pertaining to these subjects as well as function words such as *et, ou, mais*	
1,000-1,200 words and expressions	Emphasis should be placed on *concrete, descriptive vocabulary connected with reality familiar to the students.*	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.
500 words and expressions		
In spoken and written form, words make up a language. To communicate in that language, one must grasp the meaning, isolated or in context, *without conscious reference to English.*		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Four-year Sequence Level II

Phonology	Morphology	Syntax
Further work towards the mastery of sounds, especially those that differ most from English: *r, u,* etc. Rhythm and melody of sentences	Prepositions and adverbs, esp. with geographic names Personal pronouns, indirect object, *y, en* Indefinite pronouns and adject., *personne, rien, tout, quelqu'un,* etc. Compound pronouns with *même* Verbs: imperfect, pluperfect More irreg. verbs: *Venir de, être en train de, Il faut plus infinite.* Relative pronouns, *qui, que, ce qui, ce que* Adverbs of quantity, *très, beaucoup, un peu,* etc.	Position of personal pronouns when 2 in sentence Position of negative particle *ne . . . pas, ne . . . rien* with auxiliary verb Verb construction (direct or indirect object, or infinitive with or without preposition such as *demander à*) Causative *faire* and verbs of perception Construction: *Si* + present, with future in main clause Various ways of expressing possession *à moi, mon livre* Patterns: *C'est . . . qui, C'est que, moi aussi, moi non plus* Position of adverbs, esp. *beaucoup, assez,* etc.
Same as above		
Association of all French sounds with the right orthographic representations Cognates Homonyms (real and deceptive) Technique in word attack Accent and syllabication Rhythm and melody of sentences		
Association of all French sounds with the right orthographic representations with particular emphasis on mute letters and groups of letters Homonyms Capitalization of adjectives used as nouns and denoting nationality or city	Students should begin to express simple ideas, using correct verb forms for the present, future, *passé composé,* and imperfect.	Students should be able to express simple ideas, using appropriate word order in directed composition.
French pronunciation requires clearer enunciation, more articulation, and more tension sustained with lips rather than with breath, which has less force.	Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions differs in French and in English.	Direct and indirect objects have other position as nouns than as pronouns. Complex and rigid word order in negative patterns with various particles

Four-year Sequence Level II

Vocabulary		Culture
1,000-1,500 words and expressions	In the context of the topics or units: daily routine telephoning shopping money sizes letters and post office restaurants doctor, dentist community transportation city landscape countryside, farming travel, customs animals holidays sports entertainments, arts . . . Vocabulary should include functional words such as *que, parce que, même si, à cause de, quand même . . .* and *current idiomatic expressions.*	Visual and audio-stimuli as well as the topics of vocabulary should suggest the following cultural items for study at the second level: forms of letters types of urban life types of rural life relationships (family, friends) France: landscape in regions main rivers and cities highlights of economy, industry, and present political situation holidays, festivals entertainments folklore proverbs music, popular and classical
800 words and expressions		
1,000-1,500 words and expressions		
800 words and expressions		
Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning. •Vocabulary is influenced by historical background, social customs, and other factors. Pay particular attention to cognates (false and true).		In listening and speaking, reading and writing, cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Four-year Sequence Level III

Phonology	Morphology	Syntax
Increased length and speed of utterances Nuances associated with different stresses and intonations	Comparisons, adject., adverbs Exclamatives, *que, comme, quel,* etc. Intensity expressed with *si, tant, tellement* Relative pronouns, *lequel, dont, où* Verbs, future perfect, past infinitive, conditional present, perfect More irregular verbs Passive voice Subordinating conjunctions with indicative	Word order in exclamations Construction: *si* + imperfect, conditional in main clause Use of future, future perfect, or conditional in subordinate with *dès que, quand,* etc. Word order in passive Transformation of direct speech into indirect speech (requiring use of conditional) Expression of duration, esp. *Il y a . . . que, cela fait . . . que, Depuis* construction, + present or imperfect
Perfecting pronunciation with increase in speed of the total utterance Greater awareness of minute pronunciation differences		
Perfecting of reading skill with increase in fluency and expression	The same plus *passé simple* and *passé surcomposé*	
Perfecting of writing skill with attention to individual needs	The same plus agreement of past participle with *avoir* in all cases	Using the above in the writing of directed compositions
Not all French-speaking people pronounce sounds alike. But French as it is spoken in the Loire Valley is considered the purest and is understood by all French-speaking people.	Various nuances associated with various uses of tenses in subordinate clauses	Time and duration are expressed totally differently in French and in English.

Four-year Sequence Level III

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability to speak and *read* French. A variety of readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed. Topical vocabulary should include: current events education government history biography Emphasis should be placed on 1) more *abstract* vocabulary connected with intellectual activity, criticism, judgment 2) vocabulary designed to express *emotions* and *feelings.*	Cultural items studied at the third level should include: France: government educational system recreation highlights of history Other French-speaking countries: Belgium Switzerland French Canada French influence in: Africa America The cultural study is done mainly in French, with some supplementary reading in English. It takes in: the listening to recordings and the viewing of films, filmstrips, and slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, and literary prose; and the writing of letters, reports, and compositions to reveal understanding of the French culture.
Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice, as can the ability to distinguish nuances in word meanings.	French culture must be evaluated objectively and on its own merits.

Four-year Sequence Level IV

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Poetic variations in the language, in phrasing, rhythm, intonation</td><td rowspan="2">Complement of adjective only when frequently used, ex: plein de, utile à
Special uses of conditional
Subjunctive, present, imperfect
Subordinating conjunctions and verbs with subjunctive
Revision of tense correspondence between main clause and subordinate clauses
Past participle as adjective to replace a clause</td><td rowspan="2">Inversion of subject and verb in sentences other than questions
Word order with series of objects
Gerund with en</td></tr>
<tr><td>Perfecting pronunciation with attention to individual need</td></tr>
<tr><td>Perfecting reading skill with increase in speed</td><td>The same plus subjunctive, past and pluperfect</td><td>The same plus participial clauses</td></tr>
<tr><td>Perfecting writing skill, punctuation, apostrophes, syllabication</td><td colspan="2">Continuing practice in directed compositions
Introducing and practicing free composition</td></tr>
<tr><td>Poetic forms of the language may differ from everyday French. In turn, spoken French differs from written French. French requires strict punctuation.</td><td>Importance of subjunctive in French, but tendency to avoid all forms except present, especially in spoken French
The same fact may be expressed from two different viewpoints through active and passive voice, but the latter is much less used in French than in English.
On or reflexive forms are usually substituted.</td><td>Patterns are many but each of them is specific.
Emphasis is often conveyed by use of specific pattern (as well as by use of different intonation, as is mostly the case in English).</td></tr>
</table>

Four-year Sequence Level IV

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is the teacher's, but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in French and to read everything from newspapers to works of literature makes possible an appreciation and understanding of French contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials used directly by the students. The choice of these materials is the teacher's, but he should take into consideration the age, maturity, ability, and interest of the student. With a group of college-bound students, the teacher may want to consider some of the works outlined in the Advanced Placement Program.
Spoken and written communication employs a large volume and variety of words and expressions.	A knowledge of cultural forms and of the French heritage is a part of learning the French language. Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 7 (Level I)

Phonology	Morphology	Syntax
All vowels, particularly *u, e,* and nasals, mute *e* Consonants and semi-consonants, especially *l, r, ail, gn, oui, ui* Stress and absence of stress Three patterns of intonation Liaisons	Determinatives, definite, indefinite, partitive, possessive, demonstrative Regular nouns, singular, plural, masculine, feminine Regular adjectives, with agreement Pronouns, interrogative *qui, que,* personal, subject, object Verbs: beginning of regular verbs, infinitive, present, *passé composé,* imperative, *être, avoir, faire, vouloir,* etc.	Basic word order Word order in statements (affirmative and negative including *n' est-ce pas* endings) Questions and commands, esp. *qu'est-ce que c'est, que* (or *qui*), *est-ce que?* Position of adjectives Position of personal pronouns (when only one is present in sentence)
Be able to produce vowels and consonants accurately Make liaisons Reproduce short sentences with correct stress and intonation		
All vowels, consonants, and semi-consonants, particularly *e* and mute *e* Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation	Changes in meaning when form and spelling change Graphic symbols for singular-plural forms, masculine-feminine	Patterns *Il y a, Combien de . . . y a-til?* (For quantity)
Various orthographic representations of all vowels, consonants, and semi-consonants Mute *e* Liaisons Silent consonants and groups of consonants *M* for nasals before *p* and *b*	Changes in spelling when agreement occurs	Same as above
French and English differ considerably in sounds and stress, and in orthographic representations of sounds. French stresses only the last syllable of a thought group and/or sentence.	Nouns, adjectives, and determinatives agree with each other and with verb forms. There is generally 1 verb form to each personal pronoun. Distinguish between partitive and indefinite articles (*de, des*)	Word order differs from English, especially with pronouns and questions (where several interrogative patterns exist).

Six-year Sequence Grade 7

Vocabulary		Culture
800-1,000* words and expressions	In the context of the topics or units: greetings leave-taking classroom (including conversational terms) numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to French culture should be an integral and natural part of teaching French but should not take the place of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, and pictures should stimulate the student's interest in learning about the following cultural items: French names forms of address courtesy patterns French school day and school year 24-hour clock French houses some typical foods and table manners French holidays, especially Christmas, Easter rhymes songs and music
500 words and expressions	Nouns, verbs, adjectives pertaining to these topics as well as function words like *et, ou, mais, parce que,* etc.	
800* words and expressions	Emphasis is on *oral-aural skills* and on *descriptive vocabulary,* relating to the student personally.	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in French.
500* words and expressions *These figures are a maximum and should only be regarded as an indication.		
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Six-year Sequence Grade 8 (Level II)

Phonology	Morphology	Syntax
Further work toward the mastery of sounds, especially those that differ radically from English ones, *r, u,* etc. Rhythm and melody of sentences	Prepositions and adverbs, place, manner, time Personal pronouns, esp. *on* Verbs imperfect, future and immediate future of regular verbs most common irregular verbs Reflexive verbs Pronouns, demonstrative, possessive, esp. *le mien, le tien, le vôtre,* reflexive, interrogative *quoi* Irregular forms of nouns and adjectives	Various expressions for possession Indirect style requiring only change in subject and not in mood of verb *Si* answer to negative question Pattern *moi aussi, moi non plus*
Further work toward the mastery of sounds, intonation, and stress		
Association of all French sounds with the right orthographic representations with emphasis on irregularities Cognates Homonyms (real and deceptive) Foreign words Silent letters and silent groups Accent and syllabication Rhythm and melody of sentences	Recognition of indirect and stressed forms of personal pronouns	
Adjectives denoting nationality or city are not capitalized unless they are used as nouns. Association of all French sounds with the right orthographic representations		
French pronunciation is more careful than English pronunciation (articulation more sustained). Foreign words are generally pronounced according to French system of sounds and graphic representation.	Tense functions often differ in French and English. There are many more verb endings in French than in English, and there are more irregular verbs. The range of meaning of prepositions also differs in French and in English.	Direct and indirect objects have other positions as nouns than as pronouns. Nuances attached to the position of adjectives

Six-year Sequence Grade 8

		Culture
1,000-1,500 words and expressions	In the context of the topics or units: daily routine telephoning shopping, money, sizes, measurements letters post office restaurant community doctor, dentist transportation city landscape travel animals holidays fairy tales } graded legends } versions Vocabulary should include functional words and *idioms* in current use. The aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.	Visual and audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: forms of letters French restaurants places in a French city France: landscape in regions main rivers main cities holidays, festivals legends folklore proverbs music — popular and classical current events
800 words and expressions above grade 7		
1,000-1,500 words and expressions above grade 7		
800 words and expressions above grade 7		
Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning.* Vocabulary is influenced by historical background, social customs, and other factors. *Pay particular attention to cognates (false and true).		Language reflects culture and culture influences language. Folkways, mores, gestures, activities, attitudes, and ideals as seen in the language and literature should be evaluated objectively.

Six-year Sequence Grade 9 (Level III)

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Further work toward the mastery of sounds
Increased length and speed of utterances
Nuances associated with different stresses and intonations</td><td rowspan="2">Comparisons adject., adverbs
Personal pronouns, stressed and indirect forms, y, en
Relative pronouns qui, que
Compound pronouns with même
Demonstrative, ceci, celui-ci
Indefinite pronouns and adjectives rien, personne, aucun, tout
Verbs, recent past, pluperfect, conditional present of regular verbs, more irregular verbs
Adverbs of quantity, assez, peu, beaucoup, etc.</td><td>Position of two personal pronouns in sentence
Position of negative part, rien, plus
Verb construction with infinitive, esp. il faut, and verbs requiring preposition such as demander à
Verbs of perception plus infinitive and object
Conj. si, present, plus future in main clause
Pattern: c'est . . . qui, c'est . . . que
Expression of duration, esp. Il y a . . . que, cela fait . . . que</td></tr>
<tr><td>Perfecting pronunciation with increase in speed of the total utterance
Greater awareness of minute pronunciation differences</td></tr>
<tr><td>Perfecting of reading skill with increase in fluency and expression
Technique in word attack</td><td>The same as above plus passé simple (used mostly in writing literary style) and past conditional (2nd form)</td><td>The same plus participial conjunctions</td></tr>
<tr><td>Perfecting of writing skill with attention to individual needs</td><td colspan="2">Expressing ideas in directed composition, using the correct word order and morphological forms, especially for verbs in the present, future, passé composé, imperfect, and present conditional</td></tr>
<tr><td>Student should understand a variety of French voices, intonation patterns, and stress patterns, at normal, rapid speed.</td><td>Rigid uses of tenses in subordinate clauses, as well as nuances attached to the choice of one word or tense
Frequent use of en, y
On often used in place of passive voice in English</td><td>Time and duration are expressed totally different in French and in English.
Complex and rigid word order in negative patterns with various particles, plus, rien, personne, etc.</td></tr>
</table>

Six-year Sequence Grade 9

<table>
<tr><th colspan="2">Vocabulary</th><th>Culture</th></tr>
<tr><td>1,500-2,000
words and
expressions</td><td rowspan="3">Typical vocabulary should include:
current events
sickness
education
vocations
government
history
biography

A variety of readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks. A vocabulary suitable for writing letters, outlines, reports, and compositions should be developed. Emphasis should now be placed on a more abstract vocabulary connected with intellectual activity.</td><td rowspan="3">Cultural items studied at this level should include:
France:
government
educational system
recreation
highlights of economy, industry, history, and present political situation
Other French-speaking countries:
Belgium, Switzerland, French Canada
French culture in Africa
The cultural study is done mainly in French, with some supplementary reading in English. It takes in:
the listening to recordings and viewing of films, filmstrips, and slides;
the discussing of what has been heard and read;
the reading of graded readers, periodicals, poetry, and literary prose;
the writing of letters, reports, and compositions.
All of the above should reveal an understanding of the French culture.</td></tr>
<tr><td>1,000-1,500
words and
expressions</td></tr>
<tr><td>2,500
words and
expressions</td></tr>
<tr><td>1,000-1,500
words and
expressions</td><td colspan="2">Each skill demands a certain amount and type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of whatever topic is under consideration.</td><td>French culture must be evaluated objectively and on its own merits.</td></tr>
</table>

Six-year Sequence Grade 10 (Level IV)

<table>
<tr><th>Phonology</th><th>Morphology</th><th>Syntax</th></tr>
<tr><td>Introduction to regional differences
Poetic variations in the language in phrasing, rhythm, intonation</td><td rowspan="2">Exclamatives que, comme, quel
Relative pronouns lequel, dont, où
Verbs: present participle, future perfect, past infinitive, subjunctive present, conditional perfect
Passive voice
Subordinating conjunctions with subjunctive
Special uses of conditional</td><td>Word order with exclamations
Word order with relat. dont
Word order in passive
Conj. si + imperfect or pluperfect, and conditional in main clause
Conjun. quand, dès que, plus future or conditional in subordin.
Subjunctive constructions esp. with vouloir, demander, insister, attendre, insister, etc.
Gerund with en</td></tr>
<tr><td>Perfecting pronunciation with attention to individual problems</td></tr>
<tr><td>Perfecting reading skill with increase in speed</td><td>Same plus subjunctive (imperfect and pluperfect), moindre and pire as irregular comparisons</td><td>Same as above plus ne used with subjunctive</td></tr>
<tr><td>Perfecting writing skill, esp. punctuation, apostrophe, syllabication</td><td colspan="2">Expressing more complex ideas in directed composition using correct word order and morphological forms, especially verb forms with the subjunctive and special uses of the conditional</td></tr>
<tr><td>Poetic forms of the language may differ from everyday French. In turn, spoken French differs from written French. Not all French-speaking people pronounce sounds alike. But French as it is spoken in the Loire Valley is considered the purest and is understood by all French-speaking people.</td><td>Importance of subjunctive in French, but its tendency is to avoid all forms except present, especially in spoken French
The same fact may be expressed from two viewpoints through active and passive voice, but the latter is used less in French than in English.</td><td>Patterns are many but each is specific. Emphasis is often conveyed by use of a specific pattern (as well as by intonation as in English).</td></tr>
</table>

Six-year Sequence Grade 10

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will, of course, be larger than active, but extent of both will depend on student's ability and willingness to speak and read French. Conversational topics should be chosen with consideration of the student's age and interests. They will range from current events to points of discussion from literary reading. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion. Emphasis should be placed on a vocabulary suitable to: 1) express emotion, feelings; 2) express judgments, evaluations.	To gain an insight into the extent of French literature a student should be introduced to a variety of literary works which are appropriate to his age and interests. His reading should also include newspapers, magazines, and books on topics interesting to teenagers. He should be exposed to French music of various types and see films and pictures depicting many aspects of French life. He should discuss current events as well as events in French history with an increasing understanding of the French way of life.
The student should become increasingly sensitive to different levels of usage of vocabulary and expressions. Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, and writing practice.	Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 11 (Level V)

Phonology	Morphology	Syntax
Utterances in standard French at various speeds and by a variety of voices should be comprehended.	Subjunctive (imperfect) Verbs normally intransitive used in a transitive way Impersonal *il* constructions Tense correspondence between main clause and subordinate clauses in direct and indirect discourse Nuances in use of *passé simple* and *passé composé*, of pluperfect and *passé anterieur* Nuances in various ways of expressing commands Special cases of subject-verb agreement Special uses of definite and indefinite articles	Word order in indirect discourse Position in sentence of adverbial expressions of place, time, manner, and degree
All sound and intonation patterns of French should be produced without hesitation.		
All French graphic symbols should be associated with the sounds they represent.	Same as above plus recognition of pluperfect subjunctive	
All graphic symbols should be written for the sounds they represent.		Continued practice in directed composition Introduction and practice in free composition
The relationship of sound symbols and written symbols should be understood.	Discourse may be direct or indirect and requires different tense patterns according to case. The subjunctive expresses something which is contrary to fact, possible, doubtful, or desirable. The student should become increasingly aware of the differences in form and usage between spoken and literary French styles.	Sometimes a change in syntax may not affect meaning, especially in literature. Exceptions to well-established syntax patterns can occur.

Six-year Sequence Grade 11

Vocabulary	Culture
Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is the teacher's, but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in French and to read everything from newspapers to works of literature makes possible an appreciation and understanding of French contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, and written about. Books, periodicals, tapes, films, slides, records, and pictures are resource materials used directly by the students. The choice of these materials is the teacher's, but he should take into consideration the age, maturity, ability, and interest of the student. With a group of college-bound students, the teacher at this point may want to begin studying some of the works mentioned in the Advanced Placement Program.
At this point, the students might be introduced to the French method of *explication de textes,* a very searching analysis of a short extract from a prominent writer as a way of becoming increasingly sensitive to nuances of words, style, and sounds (in poetry).	
Spoken and written communication employs a large volume and variety of words and expressions. Passive vocabulary should become increasingly active.	A knowledge of cultural forms and of the French heritage is a part of learning the French language.

Six-year Sequence Grade 12 (Level VI)

Phonology	Morphology	Syntax
All utterances in standard French should be comprehended.	All changes of meaning caused by gender, number, different uses of prepositions, tense, voice, mood of verbs, and other modifications should be comprehended.	Syntactical arrangements should be comprehended (especially those which are points of interference for Americans),
The sound and intonation patterns should be produced in a manner acceptable to native speakers.	Gender, number, prepositions, and forms of pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas orally.	used correctly orally,
The association of graphic symbol and sound should be made with near-native fluency.	In reading aloud and silently with near-native proficiency the student should recognize changes of meaning caused by different grammatical forms.	recognized with near-native proficiency,
The graphic symbol should be written for each sound with near-native proficiency.	Gender, number, prepositions, and forms of pronouns, tense, voice, mood of verbs, and other grammatical forms should be used correctly to express one's ideas in writing.	and used correctly in writing. Continued practice in free composition
The relationship of sound symbols and written symbols should be fully understood.		The use of word order to help express meaning orally and in writing should be fully understood.

Six-year Sequence Grade 12

Vocabulary	Culture
A student should be able to understand almost any word in standard French in normal conversational contexts.	A student should listen with understanding to audio stimuli and detect nuances of meaning relating to any aspect of French culture.
He should have an active speaking vocabulary appropriate to his age and capacity, enabling him to communicate in French with near-native fluency.	He should speak and write in culturally acceptable forms and in his speech and writing reveal some knowledge of the heritage of the people who speak French.
He should recognize in context a wide range of vocabulary items. If he is planning to continue French in college, he should do extensive outside reading to familiarize himself with many literary forms, words, and expressions.	He should read everything from newspapers to works of literature with an understanding of its place within the French culture. A student planning to continue his studies in French in college should familiarize himself with literature in his field of interest.
A student should have a writing vocabulary which is appropriate to the occasion.	Continuation of Advanced Placement Program, if previously introduced.
To understand, speak, read, and write French, one must have command of a large and appropriate vocabulary.	The heritage of the people who speak French is a rich and interesting one. The French culture should not be evaluated from the standpoint of Anglo-American culture.

FRENCH
BIBLIOGRAPHY OF READING MATERIAL BY LEVELS

LEVEL I

Mills, Spink. Totor et Tristan. Ginn.
This story in big print and well illustrated in color is suitable for grade 7. Only the present tense is used. There are useful, interesting exercises at the back. The story is about two wooden soldiers and a goat named Figaro.

LEVEL II

Ancy, Jacqueline. Images de Jean Mermoz. Paris: Didier, 1960. 61 pp.
One of a series of Lire et Savoir. Includes notes for idiomatic expressions. This is the story of one of France's great aviators, who died in 1936. He is in the tradition of Antoine de St. Exupery.

Bond (edited by). Aucassin et Nicolette. Heath, 1936. Book II, 48 pp.
A stirring tale of constant love and knightly adventure in Old Prevence, 800 years ago. Good for junior high school students. No exercises.

Bond (edited by). Sept-D'Un Coup. Heath, 1936. Book I, 47 pp.
This is a well-known folk tale which narrates the amazing adventures of a confident and courageous little tailor. Only the present tense is used. Exercises.

Ceppi, Marc. Le Casque Invisible. Heath, 1964. 64 pp.
The fantastic adventures of a collegian hold students' interest to the last page.

Enault, Louis, edited with notes and vocabulary by C. Fontaine. Le Chien de Capitaine. Boston, Mass.: Heath, 1908. 86 pp.
This book is intended for elementary classes. The vocabulary is not too difficult.

Fourre, Pierre. Medecin Sous Les Tropiques. (paperback) Chilton, 1959. 78 pp.
Jean Denis, a young French doctor, is sent into the dark regions of Africa. He has many narrow escapes, especially with the bubonic plague. The reader is continually kept in suspense.

Jassogne, Florentine and Severance, Mildred. En Vacances. Holt.
For high school students who have had at least one term's study, and who have acquired a rudimentary knowledge of the forms and use of the present, passe compose, and future tenses. Complete magnetic tapes help develop reading skill.

Kastner, edited by Arthur Gibbon Bouvee. Emile et les Detectives. Boston: Heath, 1936. 222 pp.
The youthful Emile's adventures in Paris as the leader of an equally youthful band of detectives who seem always to be one jump

ahead of the police. Delightful and easy reading for French 2 either junior high school or senior high school. With exercises.

Langellier, Alice. Chemin Faisant. Holt, Rinehart and Winston. Very simple language provides "plateau" reading for students who have finished a beginning course. For junior or senior high school French. Magnetic tape recordings are available.

Ledesert. Au Voleur. (paperback) Didier - Chilton, 1958. 66 pp. This is an exciting story written in simple colloquial French. A young brother and sister track down robbers involved in jewelry thefts. The setting, well described in the book, is near Annecy in the Alps. The story is written in the present tense. Conversations are simple and natural and could be acted out in class.

Ygot, Yves. Monsieur et Madame Curie. Paris: Didier, 1959. 70 pp. No notes, or vocabulary, but very easy to read at the end of French 2, if the students have just become acquainted with the passe simple.

LEVEL III

Audoux, Marguerite. Marie-Claire. Paris: Didier, 1959. 94 pp. This is another of the series Lire et Savoir. These books were especially designed for students of the French language who are not native speakers. It contains notes which are very helpful, and questionnaires. The vocabulary is not too difficult.

Bégué, Louise and Franck, Frederick. Au Fil De L'Eau. Holt, Rinehart, and Winston. Ideally suited for use in schools. Acquaints the student with non-stereotype and non-touristic France which can be seen only by traveling the waterways of France. A complete magnetic tape program.

Bond, Otto F. and Haygood, J. D. LaBarbe ou les cheveux (Maury). 1962. 62 pp. Book Two. A play.

Bond, Otto F. and De Lancey, L. La Tulipe Noire. (Dumas) 1961. 76 pp. Fiction. Book Four.

Borgerhoff, J L. (editor). Le Crime de Sylvestre Bonnard. Heath, 1921. 248 pp.
Jeanne Alexandre, the delightful story of a gentle old scholar and his young protegee, somewhat abridged. With Exercises.

Dumas, Alexandre, edited by Bond. Dantes. Heath.
Episode from Comte De Monte-Cristo.

Daudet, Alphonse. Lettres de Mon Moulin. Boston: Heath, 1922. 61 pp. Contains eight of the letters written from Daudet's old mill in Provence, describing some of the characteristic personalities of the area. Also has exercises. There is a comprehensive edition by Nelson and Sons of New York, in 1929, which has twelve letters, and also has good notes and exercises. These include questionnaires, and exercises in grammatical usage, which French 3 needs.

De Sauze, E. B. (edited by). Jean Valjean. New York: Holt, 1926. 213 pp. Includes questionnaires and exercises.

Dondo and Hills (edited by). Contes Dramatiques. Heath.
This is a collection of easy short stories written as far as possible in dialog and which can be easily dramatized. The stories are interesting and the vocabulary excellent. The first stories are written in the present tense. Others use the past and future tenses as well.

Huchet. L'Appel du Tour. Boston: Heath, 1967.
The bicycle Tour de France is the greatest sporting event of the year for most Frenchmen. The impact of the Tour on the life of one young man is felt in this fast-moving recent novel.

Koplan, Charles. Les Aventures du Petit Nicolas. New York: Macmillan Co., 1966.
A charming story moderately difficult to read but with explanatory notes on each page. Interesting pen and ink sketches. questions and exercises at the end of each chapter.

La Brete, edited by Zeek. Aimer quand meme, Roman policier. 1930. 244 pp.
An intriguing detective story about a young doctor whose fiancée is suspected of murder. Abridged, rearranged, and lightly adapted to assure enjoyable reading. With exercises.

L'Epine, E. L'Intrepide Capitaine Castagnette. Lincolnwood, Illinois: National Textbook Corp., 1964.
An interesting story. Not so interesting pen and ink sketches. Dictionary. Exercises in French.

Maupassant (edited by Barton). Six Contes Choisis. 1936. 158 pp.
Contains La Parure, Mon Oncle Jules, Mademoiselle Perle, and others. Opposite each page of the text are the vocabulary and notes for that page.

Robbins. L'Empereur et le Tambour. Berkley, California: Parnassus Press, 1962.
A story of two drummer boys, based on a dramatic incident in the life of Napoleon. No dictionary. All in French.

Streeter, Harold Wade (editor). Vingt Mille Lieues sous les mers. Heath, 1949. 342 pp.
An abridgment including all the episodes of the original that have thrilled generations of readers. With exercises.

Verne, Jules. Le Tour du Monde en 80 Jours. Paris: Hachette, 1947. 254 pp.
This is the complete book, with no exercises or questionnaires or even vocabulary. There is another edition by Heath which is for those who do not read so easily.

Ygot, Yves. Gustave Eiffel (paperback). Chilton, 1961. 79 pp.
This is an interesting biography of the man who built the Eiffel Tower. The noble quality of his mind and spirit stands out in the biography.

LEVEL IV

Bazin, Bordeaux, Daudet. Pauvres Gens.
These are four short stories by Maupassant.

Beaumarchais, edited by I. H. B. Spiers. Le Barbier de Sevi'le. Heath, 1893. 144 pp
The light-hearted and impudent Figaro, always ready to use his quick wits for the benefit of his friends, is one of the most felicitous characters in drama.

Belle, Rene and Haas, Andree F. Promendades En France. Holt.
Illustrated. Questions for each chapter and a very helpful explanation of idiomatic expressions. Magnetic tape recordings also available.

Benoist-Jacques. Pionnier Des Grands Lacs. (paperback) Didier - Chilton, 1959. 70 pp.
Jacques Fouques has many adventures in the Canadian wilds among the Indians as he learns the hardships of becoming a French explorer. Jacques discovers Lake Superior and Niagara Falls. There is much fast-moving action in this book.

Bond (edited by). La Barbe Ou Les Cheveux. Heath.
This is a farce in which Figaro, the barber, must cut the hair of a man without hair and shave another man who does not have a beard.

Denoeu. L'Heritage Francais. Holt, Rinehart and Winston.
Perfect as a supplementary to cultural units. Here students are introduced to more than twenty great French writers, rulers, men of science and artists who have shaped the course of events. Magnetic tape recordings are available.

Dumas, Alexandre. La Tulipe Noire.
In this story of a rare tulip, one finds plot and counterplot, assassinations and true love, imprisonment in dungeons and the conquest of fame and wealth.

Hawkins, Richmond L. editor. Tartarin de Tarascon. Heath, 1911. 192 pp.
A friendly satire on the Meridional with his love of show and his tendency to exaggeration. A few excisions in the original text have been replaced by brief summaries to keep the story intact. With exercises.

Langellier. Ces Gens Qui Passent. Holt, 1964. 281 pp.
The book contains interesting sketches of different French types. Students find it entertaining reading and enjoy discussing characters and customs. Also has tapes to accompany it and exercises. (Exercises interspersed with reading)

Le Coq, editor. Vignettes litteraires. 1957. 252 pp.
Selections arranged in such a way as to give a representative picture of French life--with background material and suggestions for interpreting the stories: Dumas fils: Le prix de pigeons; Le jongleur de Notre-Dame; and others.

Pierre, Dan. LaMaison D'Autrefois. (paperback) Didier - Chilton, 1957. 66 pp.

In this story two girls take refuge in an old castle and aid the young owner to recover a lost treasure. Young students find the tale very interesting. The present tense and the present perfect tense are used.

Schaerli. L'Inspecteur Hornleigh sur la piste. 1939. 96 pp.

Eight episodes or problems in crime, presented in purely conversational style. Each class member may become another Hornleigh by carefully watching the words of the suspects.

Simenon, edited by I. D. McIntosh. Le Client le plus obstine du monde. 1965. 72 pp.

An intriguing original detective story written in simple French by a famous contemporary author. Here the student will be introduced to the renowned Commissaire Maigret.

LEVEL V

Bond, Otto F. (edited by). Graded French Readers. Heath.

Intermediate Alternate. Aside from short stories, the book contains a very interesting anthology of French history and another of French literature of the Nineteenth Century.

Cobb, Walter J. Pages a Plaire. St. Louis: McGraw-Hill Book Co., 1966.

Short reading selections with excellent vocabularies. New words are defined in French and then used in example sentences. Questions and exercises in French are included for each selection.

de Montherlant, Henry. Port-Royal. Englewood Cliffs: Prentice Hall, 1954. 125 pp.

The action of this play takes place in 1664. It has footnotes in English. French-English vocabulary in the back of the book. Study questions and subjects for composition are included.

de Saint Exupery, Antonine. Le Petit Prince. Houghton-Mifflin.

A mysterious young boy comes from another planet to show man his follies and to philosophize on life. The story is whimsical and beautifully related.

Duhamel, Georges. Journal de Salvin. Englewood Cliffs: Prentice-Hall, 1927 and 1967. 190 pp.

A programmed reading text, Book 7. Uses the same format as Book 6.

Dumas. Au Service de la Reine. New York: Hachette.

Selections from Les Trois Mousquetaires adapted into simpler French. All French texts, no dictionary.

Gide, Andre. La Symphonie Pastorale. MacMillan Co. and also Heath, 1954. 69 pp.

A blind girl learns of love and tenderness in this touching story of a pastor and his protegee. The novel is a psychological one delving into human motives and emotions.

Grant, Elliott; Sachs, Murray; and Grant, Richard B. (edited by). French Stories, Plays and Poetry. Oxford University Press, 1959. 206 pp. (paperback)

With questionnaires and exercises interspersed throughout the text. This is designed as a college reader, but can be used for some of the really good French 4 students. An excellent collection and representative of "reputable authors."

Loti, Pierre. Pecheur D'Islande. Wible Institute and also Heath, 1902. 120 pp.

This is a classic with setting in Brittany, relating a touching love story, the role of the sea in the lives of the inhabitants and the toll it takes. Abridged edition.

Oxford version, revised. La Chanson de Roland. Boston: Heath, 1924. 279 pp.

The standard edition based on the complete Bodleian manuscript. The introduction furnishes substantial background information on the evolution of the poem, composition and poetic art, animating ideas, language and versification.

Pagnol. Topaze. (paperback) Wible Institute and also Heath, 1936. 162 pp.

A comedy-satire showing how an honest schoolmaster turns into an unscrupulous millionaire. With exercises.

Rickey and Tinkle. An Anthology of Tresor Nobel. Heath, 1963. 200 pp.

A collection of significant writings by the French winners of the Nobel Prize for Literature: Sully Prudhomme: letter and LeCygne; Anatole France: Mademoiselle Roxane; Mauriac: Conte de Noel; and others.

Rickey and Tinkle (edited by). Tresor Nobel. Heath, 1963. 122 pp.

In this anthology by Nobel prize winner, there are short stories, poems, and scenes from plays. Writers include Anatole France, Martin de Grad, Gide, Mauriac, Camus, and Saint-John Perse. Through their writings students get an insight into the French love of life and their love of knowledge about it. Exercises at end.

St. Exupery. Courrier Sud. Englewood Cliffs, New Jersey: Prentice-Hall, 1929 and 1966. 128 pp.

A programmed reading text Book 6. There is a plastic guide card which is used to show only the French words; the card may be moved slightly to reveal English translations and certain difficult words when necessary.

LEVEL VI

Balzac. Eugenie Grandet. Continental Book Company.

Story of a girl whose life is ruined by her father's passion for hoarding money.

Brearley, Primeau, Jeffells (edited by). Contes Et Scenarios. Holt-Dryden.

Four short stories by Zola Theuriet and de Maupassant. Dramatizations for each of the stories follow, using simple, conversational style.

Clement and Gouton. L'Automobile. (paperback pocket edition) New York: Librarie Hachette.
Discussion of French cars and the vocabulary concerning them.

Corneille, Pierre. Le Cid. Chilton. 1960, 110 pp.
Classic play of the great Spanish hero Don Rodrigo Diaz de Bivar.

De Sales, R. De Roussy. Noel. Skokie, Illinois: National Textbook Corp.
A cultural reader. Most complete introduction to Christmas in France ever published for American students. Also available on tape.

Hugo. Les Chandeliers De L'Eveque. Book III of series. 1936. 1961. 46 pp.
This is an episode in the life of Jean Valjean, the hero of "Les Miserables." No exercises.

Keating and Moraud. Moliere. (paperback) American Book Company.
This book makes good supplementary reading on the life of Moliere and on his plays.

Keating and Moraud. Voltaire. (paperback) American Book Company.
This book could best be used as a supplementary reader in which pupils learn something of the life and writings of Voltaire.

Malzae, Jacques. Exploits Sportifs. New York: Librai
Episodes dealing with various athletes and sports. (paperback pocket edition).

Marivaux. Le Jeu de l'Amour et du Hasard. Inglewood Cliffs: Prentice-Hall, 1967. 101 pp.
An interesting play with ample footnotes and explanations.

Members of the Department of French of Yale University, edited by. Contes Modernes. New York: Harper and Brothers, revised edition, 1949. 314 pp.
Each selection followed by a questionnaire. Introductory notices, explanatory notes and vocabulary also included.

Moiliere. LeBourgeois Gentilhomme. (paperback) Heath.
This well-known, amusing play about a social climber appeals to students. An accompanying record and filmstrip can be obtained from EAV.

Nelson, Robert J. (edited by). Corneille and Racine. Englewood Cliffs: Prentice-Hall, 1966. 176 pp.
An excellent guide book to help the student understand the writer and his work.

Pagnol. Fanny (paperback) Wible Institute.
A touching play in which Fanny remakes her life, choosing a path that will benefit her child.

Quenelle, G. Radio, Cinema, Television. New York: Librairie Hachette.
No dictionary. Episodes dealing with situations and personages in the Latin Quarter of Paris.

Racine, Jean. Andromaque. (paperback) Chilton, 1958. 95 pp.
Classic Greek Tragedy.

Ritchie, R. L., edited by. A Second Book of French Poetry. Nelson and Sons, 1927. 132 pp.
Includes notes. Vocabulary at end. A good collection of the famous pre-modern poets.

Sand, George. La Mare au Diable. New York: Holt, 1899. 77 pp.
This ancient edition has notes, vocabulary and paraphrases for retranslation. The editor, Edward S. Joynes, also includes an introduction which dwells mainly on "the more attractive aspects of George Sand's life and literary career."

Sareil, J. Voltaire et la Critique. Englewood Cliffs: Prentice-Hall, 1966. 189 pp.
An excellent guide book to help the student understand the writer and his works.

Vigney. Chatterton. Inglewood Cliffs: Prentice-Hall, 1967. 85 pp.
An interesting play with ample footnotes and explanations.

Voltaire. Candide.
In this witty, delightfully sarcastic tale with its exciting adventures related in clear, concise French, Voltaire refutes the philosophy that all is for the best is the best.

Zola, Emile. L'Attaque Du Moulin.
This is a realistic and tragic story which takes place during the Franco-Prussian war. It keeps the reader in suspense.

COURSE OF STUDY FRAMEWORK – GERMAN

A course of study framework is essential to a coordinated or integrated program of instruction in foreign language. Provisions must be made for a broad, general framework which will give direction and provide the basic structure within which the foreign language teachers, under the direction of the district foreign language supervisor, will formulate their course work and teaching activities.

A course of study framework is one of the basic requirements to an articulated program of instruction because it establishes the "road map" which will enable the teacher to plot a course that has purpose and covers all essential elements. It helps to prevent the practice of wandering hither and thither without direction. A course of study framework will insure that the student achieves fundamental skills and acquires basic information prescribed by specialists as he ascends the foreign language ladder of development.

The six essentials of a well articulated program of instruction in foreign language are:

1. A statement of objectives.
2. Qualified direction and supervision from the district office.
3. Teachers who are professionally prepared in content and methodology.
4. Adequate materials and equipment for instruction.
5. Content or subject matter that has been described with clarity and precision from the simple to the complex level of language learning.
6. Evaluation, including systematic measurement of student performance.

As an aid to articulation of foreign language instruction, the following definition of a level of foreign language instruction is provided:

> A level is a segment of language learning in which specific skills and information are prescribed for sequential acquisition by the student. The skills and learning to be acquired must be delineated. The constant element is the prescribed material to be learned; the variable elements are the learner, his maturation, capacity, experience, and motivation; the teacher, his preparation, experience, personality, and motivation; and the time (allotment or interval) required to master the material to be learned.

"The boundaries between successive levels must be recognized as somewhat arbitrary, since the learning of a language is in a sense continuous and unending. However, it is possible to specify approximately what should be achieved by the end of each level. This achievement can neither be described nor tested in terms of the amount of time the learner has spent in class or the number of pages he has 'covered' in the textbook."[1]

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[1] Brooks, Nelson; Hockett, Charles F.; and O'Rouke, Everett V.; Language Perspective and Prospectus, Bulletin of the California State Department of Education, Sacramento, November, 1963.

The basic language activities, skills and content have been described on four levels or six grades of achievement from the simple to the complex. It is suggested that the teacher read all components of a level in order to get a more complete view of what is incorporated in each level.

Teachers are reminded again that the concept statements presented in this Framework are brief. It is suggested that school districts organize committees of language teachers and give them the responsibility of expanding and extending the content activities and subject matter described in this Framework. It is also suggested that the Utah Foreign Language Guide be consulted and used to assist in the process of expanding the Utah Course of Study Framework.

The Course of Study Framework for Foreign Languages and the Utah Foreign Language Guide provide criteria for the selection of textbooks. The Framework may be used to check the content of a textbook at a specific level, while the Guide may be used to evaluate the methodology proposed in a particular text.

Districts are urged to use this framework as a guide in setting up a district course of study in terms of their own textbook and school programs. The skill and content tables as presented here will have to be adapted to the actual program of the district. Three possible programs are shown below as examples.

	Grade		Grade		Grade
Advanced or A.P. Program	12	Advanced or A.P.	12	Level IV	12
	11	Level IV	11	Level III	11
Level IV	10	Level III	10	Level II	10
Level III	9	Level II	9	Level I	9
Level II	8	Level I	8		
	7		7		
	6				
Level I	5				
	4				

Explanation of the Skill and Content Tables[2]

I. THE ESSENTIALS FOR COMMUNICATION

In using the section "Essentials for Communication" pages are first unfolded from the front to back covers. These fold-out pages have the following functions:

A. They bring into focus the major course objectives.

B. They correspond, item by item, to the "Skills and Content" tables for each year (or level) of language study.

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[2]German Curriculum Guide, Wisconsin Department of Public Instruction, Madison, no date. The following flow charts and fold out charts were used by permission.

C. This format enables the curriculum planner to see how the course of study for a given year relates to the long-range objectives.

II. THE VERTICAL COLUMNS

In the vertical columns of this section an attempt has been made to identify those sounds, grammatical forms and word order arrangements which the American youngster must master in order to communicate in the German language. Special emphasis has been given to the points of difficulty invariably encountered by the student of German whose native language is English. Points of pronunciation, grammar, and word order which are closely parallel to English are easy to learn and, therefore, are not mentioned.

In the vocabulary section it is clearly not possible to list all available words. That is the province of the lexicographer. However, it is possible to identify categories of vocabulary which must be learned if minimal communication is to take place.

Similarly with culture, only those areas which the student is likely to encounter and those which are appropriate to his age and maturity can be dealt with.

III. THE HORIZONTAL "SKILLS AND CONCEPTS" LIST

Reading horizontally, one can identify the learning problems which are unique to each skill. Clearly there are some items which are essential for all skills. On the other hand, there are items which have pertinence with only one of the skills. Teaching emphasis must reflect this fact. For example, inverted word order presents minimum difficulty in reading, but is of crucial importance in the active skill of speaking. Other items, such as literary vocabulary and certain subjunctive forms, need only be learned for reading recognition.

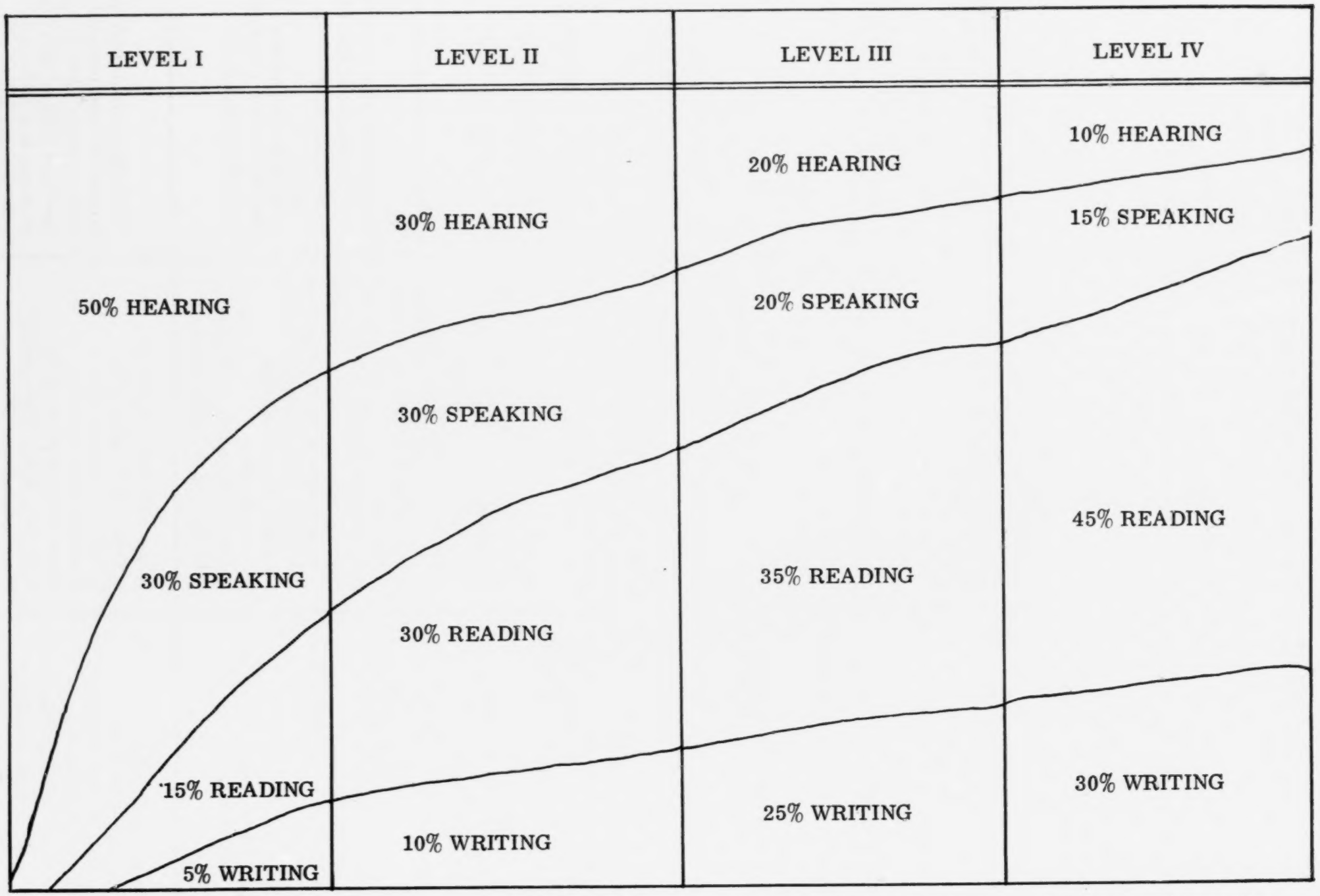
It is agreed that the mastery of the four skills must be accompanied by a grasp of certain basic generalizations and concepts. These are listed in the bottom row of the table.

It should be noted that two separate sequences of study are listed. The longer sequence presumes six full sequential years of contact with the language. The shorter sequence may consist of four full sequential years or the equivalent number of contact hours distributed over a greater number of years in any one of many patterns of scheduling.

Essentials for Communication

Skills & Concepts	Phonology	Morphology	Syntax
Listening, The ability:	to hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	to hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	to hear the foreign language without being confused by syntactical arrangements
Speaking, The ability:	to produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	to express one's ideas orally using appropriate grammatical forms	to express one's ideas orally using word order which is characteristic of the spoken language
Reading, The ability:	to associate the appropriate graphic symbols with the sounds for which they stand	to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	to read directly in the foreign language without being confused by syntactical arrangements
Writing, The ability:	to spell the graphic symbols which stand for the sounds of the language	to express one's ideas in writing using appropriate grammatical forms	to express one's ideas in writing using the appropriate word order of the foreign language
Concept, The ability:	to understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	to understand how the foreign language uses variations in word order to express meaning

D. FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS *



* Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

Four-Year Sequence Level I

Phonology	Morphology	Syntax
short & long vowels pure & umlauted vowels difference between certain consonants in German & English, esp. *l, r, ch* (*ich-ach* sounds) word accent• intonation & rhythm in statements, questions, commands	agreement of subject & verb (esp. important in speaking) def. & indef. art. in nom., acc., dat. pers. pronouns in nom. & acc. predic. adjectives• poss. adject. & *kein* in nom., acc., dat. interrog. & reflex. pronouns present tense of reg. & irreg. verbs & *haben, sein, werden* & *wollen, müssen, können, möchte* imperative of reg. verbs	normal word order & inverted word order after *dann, hier,* etc. word order in questions & commands & statements word order with modals position of reflex. pronouns• some positions of *nicht*•
short & long vowels pure & umlauted vowels consonants *l, r, ch* (*ich-ach* sounds), initial *z* word accent intonation & rhythm in statements, questions, commands		
short & long vowels pure & umlauted vowels diphthongs *au, ai, äu, eu, ei* consonants *ch-chs, ck, dt, j, l, r, s, sch, st, sp, ß, th, v, w, z,* silent *h*; final *b, d, g* off-glide *-er*; final *e* word accent intonation of sentences	nouns with def. & indef. art. in nom., acc., dat. pers. pronouns in nom. & acc. predic. adjectives poss. adject. & *kein* in nom., acc., dat. interrog. & reflex. pronouns present tense of reg. & irreg. verbs & *haben, sein, werden* & *wollen, müssen, können, möchte* imperative of reg. verbs	word order in questions & commands word order with modals
pure & umlauted vowels diphthongs *au, ai, äu, eu, ei* consonants *ch-chs, ck, dt, j, s, sch, st, sp, ß, th, v, w, z,* silent *h*; final *b, d, g, e* off-glide *-er* capitalization of nouns *ich* not capitalized	nouns, with def. & indef. art. in nom., acc., dat. pers. pronouns in nom. & acc. nouns & pronouns in agreement with present tense of reg. & irreg. verbs & *haben, sein, werden* & *wollen, müssen, können, möchte* predic. adjectives possessive adj. & *kein* in nom., acc., dat.; interrog. & reflex. pronouns	normal word order & inverted word order after *dann, hier,* etc. word order in questions & commands word order with modals position of reflex. pronouns some positions of *nicht*
German & English differ in the graphic symbols for some vowels & consonants; both have like symbols for many sounds.• German has some sounds & some graphic symbols completely foreign to English.•	Nouns with def. or indef. art. or poss. adject. agree with verb forms (present tense). Pronouns agree with verb forms. Nouns & pronouns in nom., acc., & dat. have specific forms & functions.• Pronouns represent nouns (animate or inanimate).•	Normal & inverted word order express the some content but may shift emphasis. Word order in questions without interrog. pronouns & in sentences with modals differs from English.

Four-Year Sequence Level I

Vocabulary		Culture
1,000-1,500 words & expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to German culture should be an integral part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, & pictures should stimulate the student's interest in learning about the following cultural items: German names forms of address courtesy patterns social customs German school day & school year regional costumes 24-hour clock German houses some typical foods German holidays especially Christmas & Advent rhymes songs & music
800 words & expressions		
1,500-2,000 words & expressions	Nouns, verbs, adjectives pertaining to these topics as well as: def. & indef. art. in nom., acc., dat. pers. pron. in n. & a. possess. adjec., *kein* interrog. & reflex. pron. *haben, sein, werden, wollen, müssen, können, möchte* function words like *und, oder, aber, hier*	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
800 words & expressions		
In spoken & written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Four-Year Sequence Level II

Phonology	Morphology	Syntax
combinations of sounds *pf, qu, zw* glottal stop° foreign words with *ch, -tion,* initial *c,* initial *ps* rhythm & melody of sentences	pers. pronouns in dat. demonstr. adject. in nom., acc., dat.° prepositions with acc., dat., dat.-acc. adjective & adverb° verbs in past, present, pref. & future tense; incl. all modals separ. & inseparable verbs imperative of irreg. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) ° inverted word order after adverbial & prepos. phrases word order in pres. perf. tense word order in future tense (like modals) word order with separ. verbs
production of all sounds in German words & in words adopted into German rhythm & melody of sentences accent in all types of words		
association of all German sounds with the right graphic symbols cognates ("real" & deceptive)° foreign words developing a pronunciation technique in word attack accent & syllabication rhythm & melody of sentences	pers. pronouns in nom., acc., dat. demonstr. adject. in nom., acc., dat. prepositions with acc., dat., dat.-acc. verbs in past, pres. perf. & future tense; incl. all modals separable verbs imperative of irreg. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) word order in pres. perf. & future tenses word order with separ. verbs
association of all German graphic symbols with sounds developing a spelling technique capitalization of polite "you" in all forms adjectives denoting nationality not capitalized	pers. pronouns in nom., acc., dat. demonstr. adject. in nom., acc., dat. adjec. & adverb prepositions with acc., dat., dat.-acc. verbs in past, pres. perf. & future tense; incl. all modals separable verbs *da-* & *wo-*compounds	position of direct & indirect objects (nouns & pronouns) inverted word order after adverbial & prepos. phrases word order in pres. perf. & future tenses word order with separ. verbs
German spelling is relatively more phonetic than English. German assimilates words from other languages° & also uses foreign words in their native pronunciation.°	Nouns & pronouns agree with verbs in past, pres. perf. & future tenses. Tense functions often differ in German & English.° Verbs follow two main patterns (strong & weak) with some exceptions.° Prepositions require different cases.	Direct & indirect objects have other positions as nouns than as pronouns. Adverbial & prepositional phrases in initial position affect word order. Word order differs in the different tenses. The position of separable prefixes of verbs needs special attention.°

Four-Year Sequence Level II

Vocabulary		Culture
1,500-2,000 words & expressions above Level I	In the context of the topics or units: daily routine telephoning shopping letters post office restaurant community transportation city (German-American) landscape travel animals holidays fairy tales legends anecdotes Vocabulary should include: pers. pron. in dat. demonstr. adject. prepositions with dat., acc., dat.-acc. *dürfen, mögen, sollen* separ. verbs some foreign words *da-* & *wo-* compounds some common expletives*	Visual & audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study at the second level: forms of letters German restaurants places in a German city Germany: landscape in regions 4-5 rivers 10-12 cities highlights of economy, industry, & present political situation holidays, festivals, fairs fairy tales legends anecdotes folklore proverbs music — popular & classical current events
1,500-2,000 words & expressions above Level I		
1,000 words & expressions above Level I		
Words & expressions in German are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, & other factors.		In listening, speaking, reading, & writing cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Four-Year Sequence Level III

Phonology	Morphology	Syntax
introduction to difference between standard German & dialects increased length & speed of utterances	nouns with art. in all cases pers. pronouns in all cases relative pronouns in nom. all type of adject. in all cases prepositions with genitive comparative & superlative special nouns like *Herr*• adject. & verbs as nouns• *es* as subject use of pres. & past partic.• adjectives from city names all tenses of verbs in indicative use of *helfen, lassen,* etc., with verbs	position of verbs in all tenses (incl. modals & double infinitives) word order in clauses with coordinating & subordinating conjunctions & relative pronouns position of genitive before & after noun position of adverbial expressions of time, manner & place• participial constructions• (in listening only)
perfecting pronunciation with increase in speed of utterance greater awareness of minute pronunciation differences	nouns with art. in all cases pers. pronouns in all cases all types of adject. in all cases prep. with all cases comparative & superlative special nouns like *Herr* adject. & verbs as nouns *es* as subject; relative pron. in nom. present & past participles all tenses of verbs in indicative *helfen, lassen,* etc., with verbs	
perfecting reading skill with increase in fluency and expression introduction to **Fraktur**	nouns with art. in all cases pers. pronouns in all cases all types of adject. in all cases prepositions with all cases comparative & superlative special nouns like *Herr* adject. & verbs as nouns *es* as subject; relative pronoun in nom. use of present & past participles adject. from city names all tenses of verbs in indicative *helfen, lessen.*, etc. with verbs	position of verbs in all tenses (incl. double infinitives & modals) word order in clauses with subordinating conjunctions & relative pronouns participial & extended adjective constructions•
perfecting writing skill with attention to individual needs adjectives made from city names capitalized	German has 4 cases; each has a special form & function. Prepositions require specific cases. Nouns & adjectives may be derived from other words. Verbs in the indicative have specific forms in the 6 tenses. The use of the tenses does not always correspond to English.	position of verbs in all tenses (incl. double infinit. & modals) word order in clauses with coordinating & subordinating conjunctions & relative pronouns position of genitive before & after noun position of adverbial expressions of time, manner, & place Verbs have specific positions in main & subordinate clauses in all tenses. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time-manner-place.
Not all German-speaking people pronounce sounds alike. High German is understood by all German-speaking people. Most modern German books are printed in **Antiqua** old books were printed in **Fraktur**.		

Four-Year Sequence Level III

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read German. *Grunddeutsch* "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide for active vocabulary. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, & compositions should be developed. Topical vocabulary should include: current events sickness & doctor education government history biography	Cultural items studied at the third level should include: Germany: government educational system recreation highlights of history Other German speaking countries: Austria Switzerland German influence in America: famous German immigrants Americans of German descent German settlements The cultural study is done mainly in German, with some supplementary reading in English. It takes in: the listening to recordings & viewing of films, filmstrips, & slides; the discussion of what has been heard or read; the reading of graded readers, periodicals, poetry & literary prose; the writing of letters, reports, & compositions. In all of the above a student should be able to identify cultural behavior patterns which are uniquely German.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	The German culture must be evaluated objectively & on its own merits. Germans have made many contributions to American culture.

Four-Year Sequence Level IV

Phonology	Morphology	Syntax
poetic variations in the language in phrasing, rhythm, intonation, & in word forms (i.e., contractions, & the dropping & adding of syllables)*	passive voice substitutes for passive* subjunctives I & II conditionals* infinitive with or without *zu* relative pronouns in all cases all forms of negation* all ways of forming noun plurals* indirect discourse (in listening)	*wenn* clauses with subjunct. & omission of *wenn* in such clauses* word order after all relative pronouns
perfecting pronunciation with attention to individual problems		*wenn* clauses with subjunct. & omission of *wenn* in such clauses* word order after all relative pronouns all infinitive constructions
perfecting reading skill with increase in speed	passive voice substitutes for passive subjunctive in all uses conditionals indirect discourse infinitive with or without *zu* relative pronouns all forms of negation all ways of forming noun plurals	word order in indirect questions & quotations omission of *wenn* in conditional clauses word order after all relative pronouns
perfecting writing skill punctuation apostrophe syllabication	passive voice substitutes for passive subjunctives (I & II) conditionals indirect questions & quotations infinitive with or without *zu* relative pronouns all forms of negation all ways of forming noun plurals	word order in indirect questions & quotations *wenn* clauses with subjunct. & omission of *wenn* in such clauses word order after all relative pronouns all infinitive constructions
Poetic forms of the language may differ from every-day spoken & written German. German has a highly consistent punctuation.	The same fact may be expressed from two viewpoints through active & passive voice. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. Pronouns may relate clauses to each other. German employs a variety of forms of negation & of plural endings. Discourse may be direct or indirect.	Word order in indirect discourse & conditional clauses follows various patterns.* The infinitive has a specific position in various constructions.

Four-Year Sequence Level IV

Vocabulary	Culture
Amount of active & passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary and between contemporary & old literary forms, words, & expressions. Consideration may also be given to the grouping of college-bound & terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in German & to read from a wide range of printed material makes it possible to let them gain an appreciation & understanding of German contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, & written about. Books, periodicals, tapes, films, slides, records, & pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, & interest of the student.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the German heritage is a part of learning the German language. Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 7

Phonology	Morphology	Syntax
short & long vowels pure & umlauted vowels difference between certain consonants in German & English, esp. *l, r, ch* (*ich-ach* sounds) word accent* intonation & rhythm in statements, questions, commands	agreement of subject & verb (esp. important in speaking) def. & indef. article in nominative & accusative pers. pronouns in nom. predic. adjectives* poss. adj. & *kein* in nom. & acc. interrog. pronouns in nom. present tense of regular & some irreg. verbs & *haben* & *sein* imperative of reg. verbs	normal word order & inverted word order after *dann, hier, morgen,* etc. word order in questions & commands some positions of *nicht**
short & long vowels pure & umlauted vowels consonants *l, r, ch* (*ich-ach* sounds) initial *z* word accent intonation & rhythm in statements, questions, commands		
short & long vowels pure & umlauted vowels diphthongs *au, ai, äu, eu, ei* consonants *ch, -chs, ck, dt, j, l, r, s, sch, st, sp, ß, th, v, w, z*; silent *h*; final *b, d, g*; off-glide *-er*; final *e* word accent intonation of sentences	nouns with def. & indef. art. in nom. &acc. pers. pronouns in nom. predic. adjectives poss. adject. & *kein* in nom. & acc. interrog. pronouns in nom. present tense of verbs imperative of reg. verbs	word order in questions & commands
pure & umlauted vowels diphthongs *au, ai, aa, ee, ei, ie, oi, oo* consonants *ch, -chs, ck, dt, j, s, sch, st, sp, ß, th, v, w, z*; silent *h*; final *b, d, g, e*, off-glide *-er* capitalization of nouns *ich* not capitalized	nouns with def. & indef. art. in nom. & acc. pers. pronouns in nom. nouns & pronouns in agreement with present tense of reg. & some irreg. verbs & *haben* & *sein* pred. adjectives poss. adj. & *kein* in nom. & acc.	normal word order & inverted word order after *dann, hier, morgen,* etc. word order in questions some positions of *nicht*
German & English differ in the graphic symbols for some vowels & consonants,* & both have like symbols for many sounds.* German has some sounds & some graphic symbols completely foreign to English.*	Nouns with def. & indef. art. or poss. adj. agree with verb forms (present tense). Pronouns agree with verb forms. Nouns in nom. & acc. have specific forms & functions.* Pronouns represent nouns (animate or inanimate).*	Normal & inverted word order express the same content but may shift emphasis. Word order in questions without interrog. pronouns differs from English.

Six-year Sequence Grade 7

Vocabulary		Culture
800-1,000 words & expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to German culture should be an integral & natural part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, & pictures should stimulate the student's interest in learning about the following cultural items: German names forms of address courtesy patterns social customs German school day & school year regional costumes 24-hour clock German houses some typical foods German holidays especially Christmas & Advent rhymes songs & music
800 words & expressions	nouns, verbs, adjectives pertaining to these topics as well as: def. & indef. art. in nom. & acc. pers. pronouns in nom. possess. adject., *kein* interrog. pron. *haben, sein* function words like: *und, oder, aber, hier*	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
500 words & expressions	Emphasis is on oral-aural skills.	
In spoken & written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Six-year Sequence Grade 8

Phonology	Morphology	Syntax
combination of sounds: *pf, qu, zw* glottal stop* foreign words with *ch, -tion,* initial *c,* initial *ps* rhythm & melody of sentences	nouns with def. & indef. art. in nom., acc., dat. poss. & demonstr. adj. in nom., acc., dat.* adject. & adverb* personal pronouns in nom., acc., dat. prepositions with acc., dat., & dat.-acc. present tense of more irreg. verbs & *werden* & modals separ. & insepar. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns)* word order with modals & sep. verbs inverted word order after adverbial & prepositional phrases
production of all sounds in German words & in words adopted into German rhythm & melody of sentences accent in all types of words		
association of all German sounds with the right graphic symbols cognates ("real" & deceptive)* foreign words developing a pronunciation technique in word attack accent & syllabication rhythm & melody of sentences	nouns with def. & indef. art., possessive & demonstr. adj. in nom., acc., dat. pers. pronouns in nom., acc., dat. prepositions with acc., dat., & dat.-acc. present tense of more verbs incl. modals & sep. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) word order with modals & separ. verbs
association of all German graphic symbols with sounds developing a spelling technique capitalization of polite "you" in all forms adjectives denoting nationality not capitalized	nouns with def. & indef. art., poss. & demonstr. adj. in nom., acc., dat. adject. & adverb pers. pronouns in nom., acc., dat. prepositions with acc., dat., & dat.-acc. agreement of nouns & pronouns with present tense of verbs incl. modals & sep. verbs *da-* & *wo-* compounds	position of direct & indirect objects (nouns & pronouns) word order with modals & separ. verbs inverted word order after adverbial prepositional phrases
German spelling is relatively more phonetic than English. German assimilates words from other languages* & also uses foreign words in their native pronunciation.*	Nouns & pronouns in nom., add., dat. have different uses in a sentence. Prepositions require different cases. Verbs in the present tense follow different patterns (reg., irreg., modals, sep. verbs). Adjectives have case endings.	Direct & indirect objects have other positions as nouns than as pronouns. Adverbial & prepos. phrases in initial position affect word order. Infinitives used with modals & separ. prefixes of verbs need special attention.*

Six-year Sequence Grade 8

Vocabulary		Culture
1,000-1,500 words & expressions above grade 7	In the context of the topics or units: daily routine telephoning shopping letters post office restaurant community transportation city (German-American) landscape travel animals holidays fairy tales, legends, anecdotes } graded versions	Visual & audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level: forms of letters German restaurants places in a German city Germany: landscape in regions 4-5 rivers 10-12 cities holidays, festivals, fairs fairy tales legends anecdotes folklore proverbs music — classical & popular current events
1,000 words & expressions above grade 7		
1,000-1,500 words & expressions above grade 7	Vocabulary should include: def. & indef. art. in dat. pers. pronouns in acc. & dat. demonstrative adject. prepositions with dat., acc., dat.-acc. *werden* & modals separ. verbs some foreign words *da-* & *wo-* compounds some common expletives*	
800-1,000 words & expressions above grade 7	Aim should be toward a useful active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.	
Words & expressions in German are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, & other factors.		In listening, speaking, reading, & writing cultural patterns are obvious & must be observed by a native or non-native speaker of the language.

Six-year Sequence Grade 9

Phonology	Morphology	Syntax
introduction to difference between standard German & dialects increased length & speed of utterances	nouns with def. & indef. art. in all cases prepositions with genitive possess., limit., descript., attrib. adject. in all cases comparative & superlative special nouns like *Herr*° present perfect & past tense of reg. & irreg. verb, incl. *haben*, *sein*, *werden* & modals reflexive verbs	word order in pres. perf. & present & past tenses position of reflex. pron.° position of genitive before & after noun position of adverbial expressions of time, manner, & place°
perfecting pronunciation with increase in speed of utterance greater awareness of minute pronunciation differences		word order in pres. perfect tense position of reflexive pronoun position of genitive position of adverbial expressions of time, manner, & place
perfecting reading skill with increase in fluency & expression introduction to **Fraktur**	nouns with def. & indef. art. & adject. in all cases prepositions with all cases comparative & superlative special nouns like *Herr* present perf. & past tense of reg., irreg., & special verbs	word order in pres. perfect tense position of genitive before & after noun
perfecting writing skill with attention to individual needs	nouns with def. & indef. art. & adject. in all cases prepositions with all cases comparative & superlative special nouns like *Herr* present perf. & past tense of reg., irreg., & special verbs	word order in pres. perfect tense position of refl. pron. position of genitive position of adverbial expressions of time, manner, & place
Not all German - speaking people pronounce sounds alike. High German is understood by all German-speaking people. Most modern German books are printed in **Antiqua**; old books were printed in **Fraktur**.	German has 4 cases; each has a special form & function. Prepositions require specific cases. Adjectives have case endings. Nouns & pronouns agree with verbs in pres. perf. & past tenses. Tense functions often differ in German & English.° Verbs follow two main patterns (strong & weak) with some exceptions.°	Word order in pres. perf. tense differs from pres. & past. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of time - manner - place.

Six-year Sequence Grade 9

Vocabulary		Culture
1,500-2,000 words & expressions above grade 8	For an active up-to-date vocabulary *Grunddeutsch* "Basic (Spoken) German Word List" by J. Alan Pfeffer is suggested as a guide.	Cultural items studied at this level should include: Germany: government educational system recreation highlights of economy, industry, history, & present political situation other German-speaking countries: Austria Switzerland German influence in America: famous German immigrants Americans of German descent German settlements
1,000-1,500 words & expressions above grade 8	Topical vocabulary should include: current events sickness & doctor education vocations government history biography	
1,500-2,000 words & expressions above grade 8	A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, & compositions should be developed.	The cultural study is done mainly in German, with some supplementary reading in English. It takes in: the listening to recordings & viewing of films, filmstrips, & slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, & literary prose; the writing of letters, reports, & compositions. In all of the above a student should be able to identify cultural behavior patterns which are uniquely German.
1,000-1,500 words & expressions above grade 8	Vocabulary should include: prepositions with genitive, comparatives & superlatives, reflex. pronouns, & special nouns like *Herr*	
Each skill demands a certain amount & type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.		The German culture must be evaluated objectively & on its own merits. Germans have made many contributions to American culture.

Six-year Sequence Grade 10

Phonology	Morphology	Syntax
poetic variations in the language in phrasing, rhythm, intonation, & in word forms (i.e., contractions, dropping & adding of syllables)*	pers. pronouns in all cases relative pron. in all cases verbs in all tenses in the indicative subjunctives (I & II) passive voice (pres., past, p. & p. perf.) *es* as subject infinitive with or without *zu* use of *helfen, lassen,* etc., with verbs adject. & verbs as nouns* adject. from city names use of pres. & past partic.*	position of verbs in all tenses (incl. double infinitives) word order in clauses with coordinating & subordinating conjunctions & relative pronouns (incl. position of separ. prefix & modals) all infinitive constructions participial constructions* (listening only)
perfecting pronunciation with attention to individual problems		
perfecting reading skill with increase in speed	pers. & relat. pron. in all cases all tenses of verbs in indicat. subjunctives (I & II) passive voice; *es* as subj. infinitive with or without *zu* double infinitive construction adject. & verbs as nouns adj. from city names & infinit. use of pres. & past partic.	position of verbs in all tenses word order in clauses with subordinating conjunctions & relative pronouns participial & extended adjective constructions*
perfecting writing skill punctuation apostrophe syllabication adjec. from city names capitalized	pers. & relat. pron. in all cases all tenses of verbs in indicat. subjunctives (I & II) passive voice; *es* as subj. infinitive with or without *zu* double infinit. construction adject. & verbs as nouns adj. from city names & infinit. use of pres. & past partic.	position of verbs in all tenses (incl. double infinit.) word order in clauses with coordinating & subordinating conjunctions & relative pronouns all infinitive constructions
Poetic forms of the language may differ from everyday spoken & written German. German has a highly consistent punctuation.	Verbs stand in different tenses, moods, & voices. The infinit. is used in different constructions.* Nouns & adjectives may be derived from other words. Relative pronouns have 4 cases & relate clauses to each other.	Verbs have specific positions in main & subordinate clauses. The infinitive has a specific position in various constructions.

Six-year Sequence Grade 10

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read German. Conversational topics should be chosen with the consideration of a student's age & interests. They will range from current events to points of discussion from literary readings. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion.	To gain an insight into the extent of German literature a student should be introduced to a variety of literary works which are appropriate to his age & interests. His reading should also include newspapers, magazines, & books on topics interesting to teenagers. He should be exposed to German music of various types & see films & pictures depicting many aspects of German life. He should discuss current events as well as events in German history with an increasing understanding of the German way of life.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	Works of literature can be appreciated best in the language in which they were written.

Six-year Sequence Grade 11

Phonology	Morphology	Syntax
Utterances in standard German at various speeds & by a variety of voices should be comprehended.	subjunctive in all normal spoken uses conditionals* substitutes for passive: active with *sich, lassen,* & infinitive form of *sein* & *zu, man* all forms of negation* all ways of forming noun plurals*	*wenn* clauses with subjunctive & omission of *wenn* in such clauses*
All sound & intonation patterns of German should be produced without hesitation.		
All German graphic symbols should be associated with the sounds they represent.	indirect discourse subjunctive in all uses conditionals substitutes for passive all ways of forming noun plurals	word order in indirect discourse omission of *wenn* in conditional clauses
All graphic symbols should be written for the sounds they represent.	indirect questions & quotations subjunctives in all uses conditionals substitutes for passive all forms of negation all ways of forming noun plurals	word order in indirect questions and quotations *wenn* clauses with subjunctive & omission of *wenn* in such clauses
The relationship of sound symbols & written symbols should be understood.	Discourse may be direct or indirect. Active & passive voice may express the same fact from two viewpoints. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, or desirable. German employs a variety of forms of negation & plural endings.	Word order in indirect discourse & conditional clauses follows various patterns.*

Six-year Sequence Grade 11

Vocabulary	Culture
Amount of active & passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary & between contemporary & older literary forms, words, & expressions. Consideration may also be given to the grouping of college-bound & terminal students for selective reading. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in German & to read from a wide range of printed material makes possible an appreciation & understanding of German contributions to: literature painting sculpture architecture dramatic arts music sciences Current events are listened to, viewed, discussed, read, & written about. Books, periodicals, tapes, films, slides, records, & pictures are resource materials directly used by the students. The choice of these materials is up to the teacher, who should take into consideration the age, maturity, ability, & interest of the student.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the German heritage is a part of learning the German language.

Six-year Sequence Grade 12

Phonology	Morphology	Syntax
All utterances in standard German should be comprehended.	All changes of meaning caused by gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other modifications of word forms should be comprehended.	Syntactical arrangements should be comprehended.
The sound & intonation patterns should be produced in a manner acceptable to native speakers.	Gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other grammatical forms should be used correctly to express one's ideas orally.	Word order should be used correctly to express one's ideas orally.
The association of graphic symbol & sound should be made with near-native fluency.	In reading aloud & silently, changes of meaning caused by different grammatical forms should be recognized with near-native proficiency.	In reading aloud & silently, changes of meaning caused by word order should be recognized with near-native proficiency.
The graphic symbol should be written for each sound with near-native proficiency.	Gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other grammatical forms should be used correctly to express one's ideas in writing.	Word order should be used correctly to express one's ideas in writing.
The relationship of sound symbols & written symbols should be fully understood.	The use of gender, number, case of nouns & pronouns, tense, voice, mood of verbs, & other modifications of word forms to express meaning orally & writing should be fully understood.	The use of word order to help express meaning orally & in writing should be fully understood.

Six-year Sequence Grade 12

Vocabulary	Culture
A student should be able to understand almost any word in standard German in normal conversational contexts.	A student should listen with understanding to audio stimuli & detect nuances of meaning relating to any aspect of German culture.
He should have an active speaking vocabulary appropriate to his age & capacity enabling him to communicate in German with near-native fluency.	He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak German.
He should recognize in context a wide range of vocabulary items. If he is planning to continue German in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions.	He should read a great variety of printed material with an understanding of its place within the German culture.
A student should have a writing vocabulary which is appropriate to the occasion.	A student planning to continue his studies of German in college should familiarize himself with literature in his field of interest.
To understand, speak, read, & write German one must have command of a large & appropriate vocabulary.	The culture & heritage of the people who speak German is rich & interesting.

GERMAN

BIBLIOGRAPHY OF READING MATERIAL BY LEVELS

LEVEL II

Goedsche, C. R. and Glaettle, W. E. Sutter. New York: American Book Company, 1963. 32 pp.
This book treats the amazing career of Sutter, the German-Swiss, whose unusual pioneering spirit made him the richest man-on-paper in America.

Goedsche, C. R. and Glaettle, W. E. Schweitzer. American (alternate), 1957. 47 pp.
This booklet recounts the life history of Albert Schweitzer. Chapter VIII on Schweitzer's Kulturphilosphie is a little difficult and could be skipped if the book is not discussed in class.

Hagboldt, Peter. Allerlei. Boston: D. C. Heath and Company, 1933. 38 pp.
This very easy reader concerns all sorts of subjects with no interrelationship. (A little tedious to read).

Hagboldt, Peter. Pechvogel and Gluckskind. Heath (alternate), 1934. 30 pp.
This is as easy as Allerlei but written in story form.

Meyer, Erika. Auf dem Dorfe. Cambridge, Massachusetts: Houghton-Mifflin Company, Riverside Press, 1954. 46 pp.
This booklet results from the author's long talks with the people while she was a guest on a German farm.

Meyer, Erika. Ein Briefwechsel. Houghton, 1954. 53 pp.
This booklet gives further understanding of village life in Germany.

Spann, Meno and Leopold, Werner F. Der Gorilla Goliath. Heath, 1952. 27 pp.
This follows the Hagboldt idea. It is a basic story and very easy.

LEVELS II and III

Gaupp, Walter. Stürmische Fahrt. Oxford. 32 pp.
A sailboat adventure is presented here.

Goedsche, C. R. and Glaettle, W. E. Steuben. American, 1963. 45 pp.
This booklet deals with another German-speaking American.

Goedsche, C. R. and Glaettle, W. E. Thomas Mann. American, 1957. 45 pp.
In this booklet one may read about the life and career of Thomas Mann, novelist, essayist, dramatist, and short-story writer of international reputation.

Goedsche and Spann. Dürer. American, 1965. 54 pp.
This book deals with one of the giants of European Art.

Goedsche and Glaettle. Carl Schurz. American, 1963. 35 pp.
This booklet gives an account of another famous German-speaking American.

Goedsche and Glaettle. Heine. American, 1958. 41 pp.
The life of Heinrich Heine is followed in the booklet.

Hagboldt. Fabeln. Heath, 1933. 40 pp. (Be sure to obtain the Roman type).
This booklet contains the familiar fables.

Hagboldt. Das tapfere Schneiderlein and Schneewittchen. Heath, 1942. 45 pp.
Familiar Grimm's Fairytails are presented.

Hagboldt. Erzählungen und Anekdoten. Heath, 1935. 40 pp. (alternate)
These are quite easy stories.

Hagboldt. Anekdoten und Erzählungen. Heath, 1933. 40 pp.

Kessler, Hermann. Deutsch für Ausländer. (Teil 1). Leichte Erzählungen.
Kënigswinter Margarethenhohe: Verlag für Sprachmethodik, 1955. 64 pp.
Many short narratives are presented.

Kreuzenau, Michael, edited by Moeller, Jack R. Fremde in Dinkelburg.
New York: Ginn and Company. 24 pp.
This little Novelle presents a story about a small town mayor and his adventures with tourists and towns people.

Kreuzenau, Michael, edited by Moeller, Jack R. Der kleine Bürgermeister stirbt. Ginn, 1963. 22 pp.

Meyer, Erika. In der Stadt. Houghton, 1954. 55 pp.
This booklet results from the author's experience in German cities.

Meyer, Erika. Akademische Freiheit. Houghton, 1954. 55 pp.

Meyer, Erika. Goslar. Houghton, 1954. 51 pp.
Using the city of Goslar as a point of departure for a legend and history, the author gives the student some vividness and variety in his reading.

Meyer, Erika. Genialische Jugend. Houghton, 1949. 63 pp.
This booklet retells in narrative form one episode each from the lives of Goethe and Schiller.

Rechtschaffen, Homberger, Bobetsky. Literatur für den deutschen Unterricht. (Erste Stufe). American, 1964. 84 pp.

Riemann, K., edited by Jenner, D. Seiben Jungen und ein Hund. Oxford, 1940. 35 pp.

Russon, L. J. Spass muss sein. Oxford, 1941. 30 pp.

Schulz, Dora and Griesbach, Heinz. Leseheft für Ausländer. Munchen.
Max Hueber Verlag, 1963. 64 pp.
Many short narratives, games, poems, jokes, etc., are presented in this booklet. This booklet is available through the Chilton Book Company, New York.

Spann and Leopold. Am Radio. Heath, 1952. 38 pp.
This booklet consists of ten imaginary radio programs. In this

booklet one can compare students' life of the 15th, 18th, and the 19th centuries.

Spann and Leopold. Die Niebelugen. Heath, 1952. 38 pp.

Zwick, C. N. Series. Edited by Samuel, H. D. Das schwarze Segel. New York: Oxford University Press, 1941. 33 pp.
A harbor story designed for rapid reading. The others in series A and B are in Gothic print.

LEVEL III

Drath, Viola Herms and Winkelman, John. Reporter in Deutschland. Holt, 1959. 235 pp.
Text and pictures.

Fabrizius. Wer Zuletzt lacht...Appleton, 1956. 116 pp.
Many interesting short stories are presented here.

Fabrizius...Lacht am besten. Appleton, 1956. 126 pp.
This is a continuation of the above but a little more involved.

Fleibner, O. S. and Fleibner, E. M. Die Welt im Spiel. Appleton, 1958. 196 pp.
There are eight Komodien, six Gespräche, and two Weihnachtsspiele.

Ginn (publisher), 1964. Der Millionär.

Glaattli, Walter. Die vierte Kurve. American, 1962. 88 pp.

Goedsche and Glaettle. Einstein. American, 1963. 40 pp.

Goedsche and Glaettle. Beethoven. American, 1959. 47 pp.

Goedsche and Glaettle. Steinmetz. American, 1961. 43 pp.

Goedsche, Neuse, Zorb. Kleinstadt in Amerika. American, 1955. 38 pp.
This booklet describes the development of Watertown as reflected in the achievements of German immigrants.

Goedsche and Spann. Mozart. American, 1965. 61 pp.

Goedsche and Spann. Humboldt. American, 1966. 63 pp.

Haarer, Johanna and Hueber, Max. Deutscher Alltag. Chilton, 1960. 99 pp.
Various subjects: Zimmer suchen und mieten, Papierhandlung Deutsch lernen, Mittagessen, Trinken, Einkäufe, Anziehen, Kino Theater, u.a.

Hagboldt. Eulenspiegel und Munchhausen. Heath, 1933. 40 pp.

Hagboldt. Funf beruhmte Marchen. Heath, 1933. 40 pp.

Heath (publisher), 1942 Alle Funf. 39 pp.

Hebbel and Hauff. Eine Nacht im Jagerhaus. die Geschichte von Kalif Storch. Heath, 1954. 39 pp.

Hofacher, Erich. Martin Luther. American, 1959. 65 pp.

Kessler. Deutsch für Ausländer: Kurze Geschichten. Konigswinter, 1955. 96 pp.

Kreuzenau, Michael. Die jungen Landstreicher. (edited by Moeller, Jack R.). Ginn, 1964. 42 pp.

Kriegel, Frederich and Tracy, Gordon L. (editors) Deutsche Gedichte. American, 1963. 100 pp.

Meessen, H. J. and Blohm, Kurt. Lebendiges Deutschland. Ginn, 1959. 194 pp. Text and pictures.

Rechtschaffen, Homberger, Bobetsky. Literatur für den Deutschunterricht. (Stufe ii). American, 1964. 90 pp.

Spann and Leopold. Wallenstein. Heath, 1952. 40 pp.

Spann and Leopold. Doktor Faust. Heath, 1952. 43 pp.
This is more difficult and should be in a higher level or subsection.

Sperber, Milo, et al. Hans und Willi. New York: Appleton-Century-Crofts, 1955. 128 pp.
Ten one-act plays. These seem to be quite easy to read.

Steinhauer, Harry. Kulturlesebuch für Aufänger. Macmillan, 1961. 189 pp.

von Hofe, Harold. Im Wandel der Jahre. New York: Henry Holt and Company. 1959. 261 pp.
Reading and pictures. Various subjects: Die deutsche Sprache historische Überblick, Reise durch Deutschland, Berlin u. freie Universität, Studenten gegen Hitler, and Wien.

Zeydel, Edwin H. Mein Tagebuch. Appleton, 1956. 116 pp.
This is graded in difficulty, presented in the form of a diary kept by an American student at an American university whose brother spent a lot of time in Germany. The student is studying German and meets a German girl.

The committee recommends that the Roman type be used exclusively in reading. However, if the Gothic type were to be introduced at any point, the committee thought that the point should be between the third and fourth levels. Here are some easy readers printed in the Gothic type:

Wiens, Gerhard. Bilderlesebuch. Holt, 1948. 180 pp.

Zeydel. Graded German Reader, Appleton, 1947. 94 pp.

LEVEL IV

Apsler, Alfred. Sie kamen aus deutschen Landen. Appleton, 1962. 135 pp. Paperback.

Blauth, Henry and Roderbourg, Kurt. Erzähl mir was. Ginn, 1960. 167 pp.

Boenginger, H. R. and Pietschmann, D., editors. Ich lausche dem Leben. Norton, 1963. 228 pp.
With stimulating discussion statements.

Boll, Heinrich. (Editor, Berger, Dorothea) Nicht nur zur Weihnachtszeit und der Mann mit den Messern. American, 1959. 58 pp.

Drath, Viola Herms. Typisch Deutsch. Holt, 1963. 135 pp.

Foltin. Aus Nah und Fern. Houghton, 1950. 159 pp.

Foltin, Lore Barbara. Deutsche Welt. Houghton, 1958. 224 pp.

Gaede, William R. and Goocan, Daniel. Stimmen der Zeit. Holt, 1957. 119 pp.
This is a selection of contemporary German prose and verse edited for the use of college students.

Goedsche and Seiferth, W. S. Deutschland: Land und Sprache. American, 1956. 56 pp.

Goedsche and Seiferth. Deutschland: Vergangenheit und Gegenwart. American, 1956. 56 pp.

Goedsche and Seiferth. Deutschland: Leben. American, 1956. 56 pp.

Goes, Albrecht. (edited by Peebles.) Unruhige Nacht. American, 1955. 103 pp.

Hallamore, G. Joyce and Jetter, Marianne R. Am Kreuzweg. New York: The MacMillan Company, 1957. 194 pp.

Heath, 1958. Fortunas. (Purin). 39 pp.

Heath, 1968. Peterle aus Nurnberg. 39 pp.

Heath, 1958. Das Geheimnisvolle Dorf. 34 pp.

Heath, 1958. Das Abenteuer der Neujahrsnacht. 37 pp.

Heath, 1958. Ein Sommer in Deutschland. 38 pp.

Heath, 1952. Das Holzknechthaus. 37 pp.

Heath, 1952. Der vergessene Koffer and vom Bübchen vor der Himmelstür. 38 pp.

Heath, 1952. Das edle Blut. 45 pp.

Hebel, Johann Peter. Heuber. Kalendergeschichten. Chilton, 1961. 77 pp.

Hepworth, James B. and Rahde, Heinz F. Heiteres und Ernstes. New York: The MacMillan Company, 1962. 235 pp.
Twenty-two modern short stories with German commentary.

Hoover, Marjorie L., Abridged and edited by. Das Tagebuch der Anne Frank. Norton, 1957. 64 pp.

Jens, Walter. Edited by Bergholz, Herry. Der Blinde. Holt, 1959. 113 pp.

Kessler. Deutsch für Ausländer: Moderne Dichtung. Königswinter, 1958. 112 pp.

Kirchhoff, Gerhard. Deutsche Gegenwart. Hueber. Chilton, 1938. 100 pp.

Littmann, Arnold. Edited by King, James C. Peter hat Pech. Holt, 1961. 86 pp.

Lorem, Ian C. and Phelps, Leland R. Aus unserer Zeit. New York: N. W. Norton and Company, 1956. 228 pp. (Text and Eragen)

McCluney, Daniel C., Jr. Lesen und Horen. Norton, 1963. 140 pp. (Including Fragen)

McCluney. Im Geist der Gegenwart. Oxford, 1959. 179 pp.

Meldau, Rudolf. Kleines Deutschlandbuch. Hueber. Chilton, 1961. 69 pp.

Morgan, B. Q. and Strothmann, F. W. Reading German. Ginn, 1943. 152 pp.
With reading helps.

Phelps and Loram. Querschnitt. Norton, 1962. 182 pp.
With Fragen.

Rechtschaffen, Homberger, and Bobetsky. Literatur für den Deutschunerricht. (Dritte Stufe). American, 1966. 128 pp.

Remarque, Erich Maria. Edited by Peebles, Waldo C. Drei Kameraden. American, 1957. 106 pp.

Remarque. Edited by Golberg, Fredrich G. Zeit zu leben und Zeit zu sterben. American, 1961. 121 pp.

Scholl, Inge. Edited by Meyer, Erika. Die weiss Rose. Houghton-Mifflin, 1953. 96 pp.

Spang, Gunter. Hueber. Zwolf heitere Kurzgenchichten. Chilton, 1961. 49 pp.

von Braun, Wernher. Edited by Fredrich Kellermann. Erste Fahrt zum Mond. American, 1963. 68 pp.

von Hofe. Die Mittelstufe. Holt, 1961. 132 pp.

More difficult readers printed in the Gothic type to be used in the fourth level are these:

Lieder, Frederick W. C. Popular German Short Stories. Appleton, 1933. 11 pp.
Immensee, Germelshausen, L'Arrabiata.

Schinnerer, Otto P. Reading German. New York: MacMillan Company, 1940. 112 pp.

Vail, Curtis C. D. Graded German Short Stories. Oxford, 1941. 140 pp.

LEVELS IV - VI

Special section of suggested scientific readings in the order of difficulty.

1. Lenz, Harold F. H. Scientific German. Norton, 1951. 150 pp.

2. Spann, M. and Goedsche, C. R. Deutsche Denker und Forscher. Appleton, 1954. 146 pp.

3. De Vries, Louis. Das Atomzeitalter. New York: Rinehart and Company, 1954. 122 pp.

There are several others which are approximately equal to these in difficulty.

The next level could be represented by the following books printed in Germany for foreigners. After this level, the direct periodicals could be used.

1. Haarer, Johanna. Die Welt des Arztes. Hueber Verlag. Chilton Book Company, 1957. 136 pp.

2. Schraid, Karl. Werkzeuge, Maschinen, Technik. Hueber. Chilton, 1961. 97 pp.

3. Velder, Christian. Das Moderne Bild der Naturwissenchaften. Hueber. Chilton, 1961. 121 pp.

There are others in this series and more will appear in publishers' catalogues.

LEVELS V - VI

Advanced Placement reading various works by the following 10 authors as representative:

1. Eichendorf: Aus dem Leben eines Taugenichts und Lyrik

2. Goethe: Selected lyrics and urfaust

3. Heine: Selected poems

4. Keller: Die drei gerechten Kammacher

5. Kleist: Selected anecdotes

6. Lessing: A drama

7. Mann, T.: Tonio Kröger

8. Morike: Selected poems

9. Rilke: Selected poems

10. Schiller: Selected ballads

LEVEL VI

Might be accomplished by means of a modified literature anthology and liberated reading of paperback literature also anthologies of science, art, philosophy, etc. such as:

1. Phelps, R. H. and Stein, J. M. German Heritage. Holt, 1958. 280 pp.

2. Rehder, Helmut, et al. Spectrum. Holt.

COURSE OF STUDY FRAMEWORK — LATIN

INTRODUCTION

For 2,000 years the Latin culture and language have influenced the thoughts and actions of Western civilization. Recently the renewed interest in the humanities has brought the importance of Latin into proper perspective.

The new approaches to methods of learning modern languages based upon the science of linguistics are slowly being adapted to the study of classical languages. By combining the traditional teaching methods and some of the basic methods of applied linguistics to the learning of Latin, more interesting and productive results are obtained. These new approaches also create a new permanent relevancy to both the social and the political orientation of Latin literature. No longer is Latin considered a "dead" language. Even though its natural growth has ended and it is no longer spoken by a cultural group, its growth continues in such modern languages as Italian, French, Spanish, Portuguese, and Rumanian; and a good knowledge of Latin can speed the learning of these modern languages.

The benefits derived from the study of Latin are many. The student's concepts of living will be broadened and he will view other national cultures with greater understanding and appreciation. He will be more worldly in the realization that there is more than one way to express ideas; that different people have different views of life, different political convictions, different ethical values, and different customs which are the result of growth and are, consequently, inherently "sacred" to each culture.

In addition to the linguistic and cultural roots of Latin in many ethnic groups, Latin is still contributing to an already large vocabulary in modern English in the fields of science and technology. More than fifty per cent of our total vocabulary in English is directly derived from Latin and is continually growing because of the basic linguistic roots. Indirect influence of Latin through other languages would increase this percentage to well above seventy per cent. As a direct result of these linguistic influences, Latin improves one's ability to spell with greater precision and improves comprehension in English, especially in the area of abstract ideas which create many communication problems in language.

In outlining the course of study framework for Latin, the same basic learning skills of listening, speaking, reading, and writing in a modern language will be used for Latin; however, since the main objective in the teaching of Latin is for reading and comprehension and since verbal communication is not a goal in itself as in modern languages, the time sequences for each skill should be adjusted.

The ultimate objective of teaching Latin is comprehension, and, as in learning any language, the thought must come directly from the language either spoken or written. Translation or English equivalents are no longer goals to be considered in Latin. The gradual transition from traditional teaching methods to the new approaches is reflected in the inadequacies of the current textbooks. Here the teacher who is interested in applying the new approaches will have to improvise and create specific teaching

techniques applicable to Latin. Many teaching aids now available for modern languages can be adapted to the teaching of Latin if judicious selections are made.

In teaching comprehension two basic areas of knowledge are needed: a knowledge of forms (morphology), and the knowledge of the manner in which these forms function in the language (grammar). Morphology and grammar, however, do not furnish sufficient knowledge for one to understand fully what the author is trying to communicate. In addition, a knowledge of the author's choice of words and arrangement will need clarification to help the student to understand the most likely meaning. To aid the student to think in the language, individual words will sometimes need elucidation by the teacher.

As the student becomes more proficient in listening and reading, the elements of the author's style, such as the use of phrases and clauses and their arrangement, should also be considered more fully. For example, in Roman oratory and literature many stylistic devices were used to heighten the expression of the idea. These the student must understand to fully appreciate the literature. A knowledge of the cultural qualities of Roman life--customs, social conditions, and religious attitudes--is also necessary to understand the author's ideas properly.

The teacher of Latin must not bog down in a morass of mechanics in the language. If the main objective of comprehension is kept constantly in mind and every teaching and learning experience is directed toward comprehension, the teacher will find many new ways of teaching Latin.

LATIN

ESSENTIALS OF COMMUNICATION

	PHONOLOGY	MORPHOLOGY	SYNTAX
LISTENING	To hear all the sound contrasts of Latin when it is spoken or read at a normal rate.	To hear all the changes of meaning caused by modification of words when the language is spoken at a normal rate.	To hear the Latin without being confused by syntax.
SPEAKING	To produce all the significant sounds and intonation patterns of Latin in a manner acceptable to the teacher.	To express one's ideas orally, using appropriate grammatical forms.	To express one's ideas orally, using word order which is characteristic of the language.
READING	To associate the appropriate language symbols with the sounds for which they stand.	To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure.	To read directly in the Latin without being confused by syntax.
WRITING	To spell the language symbols which stand for the sounds of the language.	To express one's ideas in writing, using appropriate grammatical forms.	To express one's ideas in writing, using the appropriate word order of Latin.
CONCEPT	To understand the relationship between sound symbols and written symbols. (i.e. "phonemes" versus "graphemes").	To understand how the Latin uses such devices as gender, number, case, agreement, verb endings and other modifications of oral and written forms to express meaning.	To understand how Latin uses variations in word order to express meaning.

LATIN

ESSENTIALS OF COMMUNICATION

	VOCABULARY	CULTURE	ULTIMATE GOALS
LISTENING	To hear and understand words in normal conversational contexts.	_____	To comprehend aurally new arrangements of familiar material when spoken at normal tempo.
SPEAKING	To acquire an active, speaking vocabulary within the classroom appropriate to the subject matter for discussion.	_____	To recognize familiar vocabulary and grammatical forms and to apply them to speaking situations using acceptable pronunciation and intonation.
READING	To recognize in context a wide range of vocabulary.	To be able to read literary works, historical commentaries and classical myths and legends within the framework of the student's intellectual level or development.	To read without constant recourse to bilingual vocabulary lists.
WRITING	To express ideas in writing, using vocabulary appropriate to the subject and occasion.	To use appropriate style in relation to subject matter and occasion.	To express ideas with some facility in writing.
CONCEPT	To understand that the semantic range of foreign words usually differs from language to language.	To evaluate Roman culture within the confines of the literature and recognize its effect upon modern civilization.	To recognize the universal qualities in culture.

LATIN

LEVEL I

	PHONOLOGY	MORPHOLOGY	SYNTAX
LISTENING	All vowel sounds, diphthongs, consonants. Syllabication. Accent patterns. Basic patterns of intonation.	Declensions, order of cases: Traditional: nominative, genetive, dative, accusitive, ablative. Presentation: vertical. New approach, order of importance: nominative, accusitive, ablative, dative, genetive. Presentation: horizontal. Permits use of inductive approach. Stresses similarities in paradigms. Cases of: nouns, adjectives, pronouns. Gender and number. Comparison - adjectives and adverbs. Verbs: principal parts. Can be taught one conjugation and one tense at a time. New approach: all conjugations can be taught simultaneously if no more than one tense is taught at a time. This permits the students to note similarities and differences which fix the individual conjugations in the mind. Tenses should be introduced at proper intervals. Imperative mood. Prepositions and cases governed. Adverbs. Numbers. Active and passive voice vocative case. Complementary and objective infinitives. Irregular verbs: sum, fero, eo. Participles	Basic word order in statements. Questions and commands. Ne, non, num. Interrogatives: cur, quis, quid, quo, quem. Position of: verbs, adjectives, pronouns. Personal pronoun used for emphasis. Third personal pronoun use of is ea id. Indirect object after particular verbs.
SPEAKING	Produce all sounds heard accurately. Reproduce short sentences with correct pronunciation, syllabication, and accent.		
READING	All vowels, consonants, and diphthongs. Syllables and word boundaries. Accent and intonation.		
WRITING	All vowels, consonants, and diphthongs.		
CONCEPT	Latin and English have many similarities in sounds, but accent and syllabication differ considerably.	Nouns and adjectives agree in person, number, and gender. Masculine, feminine, and neuter nouns and adjectives.	Word order differs from English since Latin is a highly inflected language.

LATIN

LEVEL I

		VOCABULARY	CULTURE
LISTENING	600 - 800 Words and Expressions	In context of topics or units. Early stages: Memory--simple sentences--meaning is not as important as pronunciation, intonation and phrasing. Use of pictures labeled in Latin only. Use only a few items in each picture and the items must be related. Latin forms and phrases in English. Word derivations in English. Word mastery. <u>Conloquia</u> (<u>colloquia</u>): <u>De salutationibus</u> <u>In schola</u> <u>De valetudine</u> <u>De infirmitate</u> <u>De edente cena</u> <u>De partibus diei</u> <u>De horologio</u> <u>De tempestate</u> <u>De vestiendo</u> <u>De corporis habitu</u> <u>De rebus grammaticis</u> <u>Interrogando</u> <u>Urbane Loquendo</u> <u>Verba notanda</u> <u>Locutiones Magistri</u> Numerals. Introduction to use of prefixes with a Latin verb to form compounds.	Introduce Roman culture through the Latin topics of discussion and the reading material, involving both the mythological and historical knowledge--one affects the other. Sections to be taught: Periods in Roman history Government Classes of society City of Rome Streets and roads The family Names Education Dress House Meals Amusements Recreation Religion.
SPEAKING	400 - 500 Words and Expressions		
READING	800 - 1,000 Words and Expressions		
WRITING	400 - 500 Words and Expressions		
CONCEPT	Vocabulary building is made easier because of the derivatives, prefixes, suffixes, and words common to both English and Latin. In spoken and written forms, words make up a language. To communicate in that language, one must grasp the meaning, isolated or in context, with conscious reference to English.		Cultural knowledge is an integral part of Latin. In listening to or reading the language, one must be aware of the nuances of cultural forms.

LATIN

LEVEL II

	PHONOLOGY	MORPHOLOGY	SYNTAX
LISTENING	Additional work toward the correct sounds and a mastery directed toward a natural, comfortable sound reproduction.	Infinitives--formation and use. Indirect discourse (statement). Reflexives--pronouns and adjective. Participles--active and passive. Subjunctive: hortatory or volitive purpose clauses adverbial substantive result introduced by ut indirect questions sequence of tenses indirect discourse subordinate clauses relative clause of purpose clauses introduced by cum may denote cause, concession, circumstance, or time. Ablative absolute. Deponent verbs. Irregular verbs: Fero, Eo, Volo, Nolo, and Malo. Dative with intransitive verbs. Gerund and gerundive. Future active and passive participles with sum. Review of cases.	Subordinate clauses and verb tenses determined by sequence of tenses. Review of the more complicated sentence structure in the use of: infinitives participles subjunctive ablative absolute subordinate clauses indirect questions gerunds and gerundives various case constructions.
SPEAKING	Same as above, including syllabication and accent.		
READING	Recognition of the correct Latin sounds--vowels, diphthongs, consonants.		
WRITING	Same as above.	Students should begin to express simple ideas, using correct case endings, verb forms, and agreement in gender and number.	Students should be able to express their ideas in proper Latin word order.
CONCEPT	Latin pronunciation offers no great problem of adjustment.	Tense functions often differ in Latin and English. Highly inflected Latin has many more varied uses of case, tense, and number.	There is a striking difference between English and Latin sentence structure.

LATIN

LEVEL II

		VOCABULARY	CULTURE
LISTENING	1,000 - 1,500 Words and Expressions.	In context or topics or units. Deponent verbs--all tenses. Irregular verbs--review and additional. Verbal idioms: iter facere se conferre castra ponere memoria tenere.	Some aspects of Roman life and institutions. Important events in Roman history. Decline of the Roman Empire. Influence of Roman culture on Western civilization.
SPEAKING	600 Words and Expressions	Word study and derivation: synonyms antonyms. Related words. Words often confused. Prefixes and verb families. Suffixes. Latin roots used in English words.	Facets of Roman history to be taught: government family education religion amusements recreation names house dress. Roman engineering and architecture. Familiar phrases, mottos, and quotations. Common abbreviations. Names in fact and fiction.
READING	1,000 - 1,500 Words and Expressions		
WRITING	600 Words and Expressions		
CONCEPT	Words and expressions are sometimes closely related to English. Vocabulary is strongly influenced by historical background, social customs and political exigencies.		Our debt to the Romans.

LATIN BIBLIOGRAPHY

Distler, Paul F. Teach The Latin, I Pray You. Chicago: Loyola University Press, 1962.

Lewis, Charlton T., Ph. D. An Elementary Latin Dictionary. New York, Chicago, Cincinnati: American Book Company, 1918.
An excellent dictionary recently reprinted.

SUPPLEMENTARY BOOKS:
(To augment the use of any Latin Textbook)

Baade, Eric C. and Gillingham, Allan G. Ovid Reader. Columbus, Ohio: Merrill Publishing Co., A Bell and Howell Company, 1969.

The Cuthbertson Verb Wheel, Latin. D. C. Heath and Company, 1933.

Drake, Gertrude, Ph.D. Latin Readings and More Latin Readings. (With teacher's manuals.) Chicago, Atlanta, Dallas, Palo Alto, Fair Lawn, N.J.: Scott, Foresman and Company, 1965.
These books are designed for the intermediate students who have learned the forms of the subjunctive, the gerund and gerundive, and irregular, impersonal, and deponent verbs. Supplement to the regular text.

Gillingham, Allan G. (Adapted with running vocabulary and notes) and Baade, Eric C. (introduction on staging). Plautus for Reading and Production. Glenview, Illinois: Scott, Foresman and Company. (Translation key available.)

Gummere, John Flagg and Horn, Annabel. Classical Myths and Legends. Glenview, Illinois: Scott, Foresman and Company, 1967.
Designed to be used in the third semester, however, can be used prior to that time at the discretion of the teacher. Translation key available.

Hadas, Moses and Suits, Thomas (edited by). Latin Selections, Florilegium Latinum. 271 Madison Avenue, New York, 16, New York: Bantam Books, Inc., 1961.
A Bantam dual language book. Authors of the selections contained are Seneca, Caesar, Cicero, Sallust, Tacitus, Livy, Apuleisu, Virgil, Ovis, Pliny, St. Augstine.

Masterman, K. C. A Latin Word List. Head Office, London: MacMillan and Company Ltd., 1962 New York: St. Martin's Press, Inc.

Pax, Joseph M. Word Mastery for Students of Latin. Chicago, Atlanta, Dallas, Palo Alto, Fair Lawn, N. J.: Scott, Foresman and Company, 1965. (With answer key).

TEACHING AIDS:

Charts:

Latin Graphic Grammar Chart #6140. 1300 Alum Creek Drive, Columbus 16, Ohio: Charles E. Merrill Books, Inc. $1.00.

Latin Study Aids, How to Study, Rapid Review Notes. YES Books, P. O. Box 592, Stamford, Conn. 06904 $ .49

Pamphlets:

Emmanuel, Sister M. Dic Mihi Latine! 153 Jefferson St., Tiffin, Ohio 44883: Via Latina. $ .50
Subject matter and vocabularies for twenty-five lessons in composition or speaking.

_____. Quomodo Dicitur? 153 Jefferson St., Tiffin, Ohio 44883: Via Latina. $ .50.
Conversational and classroom expressions in Latin.

_____. Via Latina. 153 Jefferson St., Tiffin, Ohio: Via Latina. $ .75.
The twenty-five lessons of Dic Mihi Latine! are presented here with English and Latin text in parallel page arrangement to aid the teacher or the mature student desiring to practice Latin speech.

Periodicals:

The Classical Outlook, The Classical Journal, The Classical World. Miami University, Oxford, Ohio 45056: American Classical League.
Subscriptions to the three publications require membership in the American Classical League.

Newspapers:

Res Gestae. 34 Butternut St., Toronto 6, Canada: Yale Book Company, Ltd.

COURSE OF STUDY FRAMEWORK — RUSSIAN

PREFACE

Russian, like English, French, German, Latin and Spanish, belongs to the Indo-European family of languages and thus shares with them many common features. Although written in the Cyrillic alphabet, it can be mastered easily by the average student. The study of Russian affords an intellectual experience similar to that encountered in the study of any other European language. With the ever-increasing role that the Soviet Union has come to play in world affairs, the Russian language has assumed a position of indisputable importance.

The cultural heritage of the Russian people, as expressed in their literature, music and art, is considered to be among the world's most important and influential. In addition, there are many critical areas, especially scientific and technical, in which Russian is an invaluable asset. Thus, the need for the study of Russian stems directly from the need to know and learn this rich and vital culture. The key to this knowledge and understanding is the Russian language itself.

INTRODUCTION

The basic purpose of the Guidelines is to provide a unified three-year Russian program at the secondary level. It is important that teachers agree upon the basic objectives and contents of the Russian curriculum. Such agreement is necessary for the welfare of the student and would also provide state colleges and universities with a basis for placing incoming students. Due to the mobility of students this means uniformity and fluidity among various schools and systems as to material covered.

The curriculum guide is primarily concerned with developing the four basic skills: listening, speaking, reading, and writing. The guide provides suggested cultural topics which should be integrated with the development of these skills. The study of Russian contributes significantly to a student's understanding of the world and to a greater appreciation and knowledge of his own culture. To benefit fully from his study of this very important and widely spoken language, a student must acquire reasonable proficiency in these basic language skills.

The whole approach of the Guidelines is realistic and practical. It is divided into three years of study with definite yearly goals and objectives, and the teacher is able to see which materials should be covered during a given year. The subject matter is presented in order of difficulty, thus giving a systematic and logical approach to teaching.

School systems which do not have a Russian-language program should be encouraged to start one. It is much easier to begin a new program when presented with definite and suggested materials.

There is impressive evidence that the teaching of Russian in American schools has increased considerably in the last decade. Since the day America first

heard of Sputnik, the number of colleges and universities offering Russian has grown from 173 in 1956-57 to a reliably estimated 600 in 1965.[1]

The study of Russian at the secondary level in the United States has shown the same type of increase. In the 1955-56 school year only 9 secondary schools were offering Russian; by the spring of 1958 the number rose to 18; by 1960 to 150; and the AATSEEL survey conducted in the face of 1966 by Professor Victor Terras of the University of Wisconsin at Madison shows that 516 secondary schools were offering Russian. This survey further shows that 24,406 students were enrolled in these courses, an increase of 577 over the MLA totals of 1964.[1]

The Guidelines does not advocate one methodology. For general and specific methodological problems the teacher should consult any of the following:

Nelson Brooks, Language and Language Learning, 2nd ed., New York, 1964.

Robert Lado, Language Teaching: A Scientific Approach, New York, 1964.

Ludmilla Turkevich, Methods of Teaching Russian, Princeton, N.J., 1967.

Frank M. Grittner, Teaching Foreign Languages, N.Y. Evanston and London, 1969.

Pedagogical articles in such journals as:

Foreign Language Annals (FLA).

The Modern Language Journal (MLJ). Педагогический журнал. (Michigan State) Русский язык в школе, русский язык за рубежом. (USSR).

The Slavic and East European Journal (SEEJ).

Teacher's manuals accompanying various textbooks would also be helpful.

The methods used in their own teaching by the authors of the Guidelines cover a large range, including the "traditional" methods, the direct method, the audio-lingual method and all these with various modifications, both with and without language laboratories. The list of materials and texts provided is only meant to indicate some textbooks and teaching supplements used with success over a period of several years. It is, therefore, hoped that the Guidelines will be of use to all high school teachers of Russian regardless of methodological persuasion or choice of teaching media.

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[1]Albert Parry, America Learns Russian, Syracuse, N.Y., 1967.

Victor Terras, "A Survey of Teaching of Russian in the U.S., Fall 1966, Part II: Secondary Schools," The Slavic and East European Journal, Winter 1967, pp. 450-463.

ESSENTIALS FOR COMMUNICATION

SKILLS & CONCEPTS	PHONOLOGY	MORPHOLOGY	SYNTAX
Listening Ability	To hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	To hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances.	To hear the foreign language without being confused by syntactical arrangements.
Speaking Ability	To produce all the sounds and intonation patterns of the foreign language in a manner acceptable to native speakers.	To express one's ideas orally, using appropriate grammatical forms.	To express one's ideas orally, using word order which is characteristic of the spoken language.
Reading Ability	To associate the appropriate graphic symbols with the sounds for which they stand.	To draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure.	To read directly in the foreign language without being confused by syntactical arrangements.
Writing Ability	To spell the graphic symbols which stand for the sounds of the language.	To express one's ideas in writing, using the appropriate grammatical forms.	To express one's ideas in writing, using the appropriate word order of the language.
Concept Ability	To understand the relationship between sound symbols and written symbols (i.e. phonemes versus graphemes).	To understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning.	To understand how the foreign language uses variations in word order to express meaning.

THREE YEAR SEQUENCE

LEVEL ONE (FIRST YEAR)

	PHONOLOGY	MORPHOLOGY	SYNTAX
LISTENING →	Sounds unfamiliar to English (represented by ы, ж, etc.). Palatalized and non-palatalized consonants. Voiced and voiceless consonants. Stressed and unstressed е Recognition of prepositions as separate entities (for example: с, в, к)	Personal pronouns (singular and plural in all cases). Relative pronouns. Interrogative pronouns. Conjunctions. Numbers 1-1000 in the nominative. Genitive with time and age expressions (hour, half-hour and quarter-hour). Absence of the present tense быть. Absence of definite and indefinite articles. Imperative of verbs used in classroom. Past, present, and future imperfective. Imperfective and perfective forms of verbs. Imperfective and perfective verbs of motion. First and second conjugations and irregular verbs. (есть, быть, мочь, хотеть). Reflexive verbs and reflexive pronoun себя. Recognition of nouns of foreign origin. Demonstrative and possessive pronouns in the singular. Indeclinable words such as: пальто, метро. Agreement of nominative-case, subject and verb. Agreement of noun and adjective in gender number and case. Use of не, нет and the double negative. Prepositions and the cases required. Impersonal expression with dative case. Надо and нужно with the dative and infinitive. Adverbs of quantity мало, много. (foods and other masses take the genitive singular).	Normal word order. Position of не - нет Position of adverb (usually before verb). Position of ли with verb, noun, and pronoun.

LEVEL ONE (FIRST YEAR)

	PHONOLOGY	MORPHOLOGY	SYNTAX
Speaking	Stressed and unstressed sounds represented by о, е, а, я. Ability to produce ж, ц, ч, ш, щ, ы. Voiced and voiceless consonants. Word stress. Palatalized and non-palatalized consonants. Intonation and rhythm in statements, questions, and commands.	Same as <u>listening</u>, plus: agreement of adjective with noun in gender, number, and case only in the singular.	
Reading	Distinction between the vowels which indicate palatalization and non-palatalization of the preceding consonant (for example: а/я, у/ю, etc). Voiced and voiceless consonants. Pronunciation of г (the difference between его and гол). Word stress. Intonation. Stressed and unstressed о, е, а, э. Recognition of Russian letters similar to English.	Same as listening.	Word emphasis in sentences. Word order in questions and commands.
Writing	Capitalization. Alphabet and sounds. Distinction between the vowels which indicate palatalization and non-palatalization of the preceding consonant (For example: а/я, у/ю, etc.). Non-capitalization of nationality noun and adjective. The letters ю, я, э, ы are not written after г, к, х, ж, ч, ш, щ, ц. except ы after ц. Unstressed о and е after ж, ч, ц, ш, щ.	Same as reading, plus: ability to use all cases in the singular.	Normal word order.
General Remarks	Russian and English differ in graphic symbols for most vowels and consonants; both have like symbols for some sounds. Russian has many sounds and graphic symbols completely foreign to English.	Normal and inverted word order express the same content (may shift emphasis). Adjectives agree with nouns in gender, number and case. Verbs agree with nouns and pronouns in the nominative case. Each case has specific functions. Pronouns represent nouns (animate and inanimate) according to <u>gender</u> of noun.	

LEVEL ONE (FIRST YEAR)

<table>
<tr><th colspan="3">VOCABULARY</th></tr>
<tr><td>Listening</td><td>600-800 words and expressions.</td><td rowspan="4">In the context of the topics or units:

Greetings, leave-taking, terms, numbers, colors, clothing, clock time, calendar time, school, house, family, body, professions, common foods, weather, classroom conversation.

Nouns, verbs and adjectives pertaining to these topics as well as:

Personal pronouns (singular and plural), all cases in the singular, verbs (first and second conjugations, including actual and habitual verbs of motion--imperfective past, present and future).</td></tr>
<tr><td>Speaking</td><td>500 words and expressions.</td></tr>
<tr><td>Reading</td><td>800-1000 words and expressions.</td></tr>
<tr><td>Writing</td><td>500 words and expressions.</td></tr>
<tr><td>General Remarks</td><td colspan="2">In spoken and written form, words make up a language. In that language one must grasp their meaning, isolated or in context, without conscious reference to English.</td></tr>
</table>

<table>
<tr><th colspan="2">CULTURE</th></tr>
<tr><td>Listening

Speaking

Reading

Writing</td><td>Introduction to Russian culture should be an integral part of teaching Russian but should not take the place of teaching the language. The environment of the classroom, Russian books, magazines, tapes, films, records, pictures should stimulate the students interest in learning about:

Russian names, forms of address, courtesy patterns, regional costumes, time, Russian houses, foods, rhymes, songs and music, Russian holidays (old and new), Russian school-day and school-year, Russia and the Soviet Union.</td></tr>
<tr><td>General Remarks</td><td>Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms within the students' knowledge.</td></tr>
</table>

LEVEL TWO (SECOND YEAR)

	PHONOLOGY	MORPHOLOGY	SYNTAX
Listening	Rhythm and melody of sentences. Intonation and phraseology.	Demonstrative and possessive pronouns in all cases of the plural. Formation of adverbs from adjectives. Verbs of motion (actual and habitual) with prefixes and prepositions. Perfective and imperfective verbs. Conjugation of irregular verbs and verbs in -СЯ. Short form of adjectives. Imperatives. More time expressions. ДОЛЖЕН with nominative--subject and infinitive. Simple and compound comparative degree of adverb and adjective. Cardinal and ordinal numerals. Adjectives used as nouns. Age expressions with the dative. Nominative, genitive and prepositional with dates.	Sentence structure in Russian is not rigid; verb may precede or follow the subject. Adverbial and prepositional phrases. Infinitive after МОЧЬ, ХОТЕТЬ, ЛЮБИТЬ. Particles НИБУДЬ and ТО and negation.
Speaking	Production of all sounds in Russian words and words adopted into Russian. Rhythm and melody of sentences. Accent in all types of words.	Same as listening, plus: Declension of nouns, adjectives, and pronouns in the plural. Future of perfective verbs	Same as listening.
Reading	Association of all Russian sounds with the correct graphic symbols. Developing a fluent pronunciation technique. Foreign words. Assimilation of the prepositions В,С,К with pronoun and adjective.	Same as above, speaking and listening, plus: Recognition and use of all adjectives, nouns and pronouns in all cases of the singular and plural. Perfective and imperfective verbs. Irregular verbs.	
Writing	Association of all Russian graphic symbols with sounds. Developing a special technique. Capitalization of polite "You" in correspondence.	Same as listening, speaking, reading.	
General Remarks	Russian spelling is much more regular than English. Russian naturalizes some words from other languages (for example: ТЕННИС 'TEN'IS')and unnaturalizes foreign words in native speech ('TÉN'IS).	Verbs agree with the nominative case of pronouns in past, present, and future, except the genitive of absence. Prepositions require different cases. Nouns and pronouns in different uses in a sentence. Verbs of learning, studying and teaching and the cases governed by them.	

LEVEL TWO (SECOND YEAR)

VOCABULARY		
Listening	800-100 words and expressions above level one.	In the context of the topics or units: Daily routine, telephoning, shopping, post office, restaurant, community, transportation, landscape, travel, animals, holidays, biographies, cities (American, Russian), introduction to history and geography. Vocabulary should include: Use of imperfective and perfective verbs of motion; adjectives, nouns and pronouns in all cases of the plural and singular; cardinal and ordinal numbers (genitive plural introduced at level one).
Speaking	700 words and expressions above level one.	
Reading	1000-1200 words and expressions above level one.	
Writing	700 words and expressions above level one.	
General Remarks	Words and expressions in Russian may or may not be related to English. Vocabulary is influenced by historical background, social customs, and other factors.	

CULTURE	
Listening Speaking Reading Writing	Visual and audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study: Russian restaurants, shopping in a Russian city, places in the Soviet Union: Republics, 5-8 rivers, 10-15 cities, holidays, festivals, fairs, folklore, proverbs, music, industry, and current events.
General Remarks	In listening, speaking and writing--cultural patterns are not obvious and must be pointed out.

LEVEL THREE (THIRD YEAR)

	PHONOLOGY	MORPHOLOGY	SYNTAX
Listening Speaking	A brief comment on the difference between standard Russian and existing dialects. Not all Russian-speaking people pronounce sounds alike; Moscow Russian is understood by all Russian-speaking people. Increasing length and speed of utterances. Improving pronunciation with increase in fluency of utterances; greater awareness of minute pronunciation differences.	Know all declensions (singular and plural) of regular and irregular nouns, pronouns and adjectives. Simple and compound superlatives. Conditional and subjunctive. Know formation of actual and habitual (determinate and indeterminate) verbs of motion with prefixes and prepositions. Perfective and imperfective verbs with prefixes. Declension of all Russian names, surnames and patronymics. Diminutives and impersonal verbs: Know use of short-form adjectives. Use of сам, самый; review of свой, себя. Recognition of adverbial participle (gerund) and adjectival participles (when heard). Review agreement between noun and verb in all three tenses with specific reference to numerals 1-5.	Double negative. Position of adverb in relation with adjective verbs, other adverbs. Position of adjectives (predicate and attributive) with reference to short form. Review subordinate conjunctions. что, потому что, чтобы. Review coordinating conjunctions.. и, да, ни.
Reading	Improving reading skill with increase in fluency and expression.	Same as speaking and listening, plus translation of participles.	Same as speaking and listening, plus: participles and extended use of adjectival constructions (for example: прочитан, написан.
Writing	Improving composition with attention to individual needs.	Same as speaking and listening, but exclude participles and diminutives.	Same as speaking and listening, but exclude participles.

	VOCABULARY	CULTURE
General Remarks	Increase in vocabulary cannot be stated in figures. Passive vocabulary will, of course, be larger than active vocabulary. Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant <u>listening</u>, <u>speaking</u>, <u>reading</u>, and <u>writing</u> practice.	Cultural items should include a general discussion of government, educational system, recreation, highlights of history, Russian influence in America, geography of the Soviet Union. The cultural study is done mainly in Russian with some supplementary reading in English. Russian culture must be evaluated objectively and on its own merits.

APPENDICES

Note: The titles listed below are limited to texts and readers that have been used and recommended by those working on these Guidelines.

APPENDIX A: TEXTS

Level One (First Year)

A-LM Russian, Level I
Doherty and Markus, Русский язык, Russian: Book One
Fayer, M., Basic Russian, I
Fayer and Pressman, Simplified Russian Grammar

Level Two (Second Year)

A-LM Russian, Level II
Doherty and Markus, Русский язык, Russian: Book Two
Fayer, M., Basic Russian, II
Fayer and Pressman, Simplified Russian Grammar

Level Three (Third Year)

A-LM Russian, Level III
Dawson, C. and A. Humesky, Modern Russian I
Fayer and Pressman, Simplified Russian Grammar
Khavronina, S., Russian As We Speak It.
Maltzoff, N., Russian Conversation for Beginners
Maltzoff, N., Russian Reading and Conversation
Stilman, G. and N. Harkins, Introductory Russian Grammar

APPENDIX B: READERS

Level One (First Year)

Bond and Bobrinskoy, Graded Russian Readers, No. 1: Lermontov,
Taman Pargment, L., Beginner's Russian Reader

Level Two (Second Year)

Bond and Bobrinsky, Graded Russian Readers, No. 2: Pushkin,
The Station Master, No. 3: Lermontov, Bela
Pargment, L., Beginner's Russian Reader

Level Three (Third Year)

Bondar, D., ed. Selection of Humorous Stories by Chekhov
Kometa--Scholastic Magazine (published in Dayton, Ohio)
Pargment, L. Beginner's Russian Reader

APPENDIX C: BOOK STORES

Cross World Books and Periodical
333 South Wacker Drive
Chicago, Illinois 60606

Four Continent Book Corporation
156 Fifth Avenue
New York, New York 10010

The Russian Book House
277 Fairfield Avenue
Bridgeport, Connecticut 06603

Russian Language Specialties
Box 4546
Chicago, Illinois 60680

Schoenhof's Slavic Book Incorporated
1280 Massachusetts Avenue
Cambridge, Massachusetts 02125

Slavon Bazaar
Suite 101
77 Plaza
Bridgeport, Connecticut 06603

Stechert-Hafner, Incorporated
31 East Tenth Street
New York, New York 10003

Victor Kanikin
1410 Columbia Road, N.W.
Washington, D. C. 20009

Znanie Book Store
5237 Geary Blvd.
San Francisco, California 94118

COURSE OF STUDY FRAMEWORK – SPANISH

A course of study framework is essential to a coordinated or integrated program of instruction in foreign language. Provisions must be made for a broad, general framework which will give direction and provide the basic structure within which the foreign language teachers, under the direction of the district foreign language supervisor, will formulate their course work and teaching activities.

A course of study framework is one of the basic requirements to an articulated program of instruction because it establishes the "road map" which will enable the teacher to plot a course that has purpose and covers all essential elements. It helps to prevent the practice of wandering hither and thither without direction: a course of study framework will insure that the student achieves fundamental skills and acquires basic information prescribed by specialists as he ascends the foreign language ladder of development.

The six essentials of a well articulated program of instruction in foreign language are:

1. A statement of objective.

2. Qualified direction and supervision from the district office.

3. Teachers who are professionally prepared in content and methodology.

4. Adequate materials and equipment for instruction.

5. Content or subject matter that has been described with clarity and precision from the simple to the complex level of language learning.

6. Evaluation, including systematic measurement of student performance.

As an aid to articulation of foreign language instruction, the following definition of a level of foreign language instruction is provided:

> A level is a segment of language learning in which specific skills and information are prescribed for sequential acquisition by the student. The skills and learning to be acquired must be delineated. The constant element is the prescribed material to be learned; the variable elements are the learner, his maturation, capacity, experience, and motivation; the teacher, his preparation, experience, personality, and motivation; and the time (allotment or interval) required to master the material to be learned.

"The boundaries between successive levels must be recognized as somewhat arbitrary, since the learning of a language is in a sense

continuous and unending. However, it is possible to specify approximately what should be achieved by the end of each level. This achievement can neither be described nor tested in terms of the amount of time the learner has spent in class or the number of pages he has 'covered' in the textbook."[1]

The basic language activities, skills and content have been described on four levels or six grades of achievement from the simple to the complex. It is suggested that the teacher read all components of a level in order to get a more complete view of what is incorporated in each level.

Teachers are reminded again that the concept statements presented in this Framework are brief. It is suggested that school districts organize committees of language teachers and give them the responsibility of expanding and extending the content activities and subject matter described in this Framework. It is also suggested that the Utah Foreign Language Guide be consulted and used to assist in the process of expanding the Utah Course of Study Framework.

The Course of Study Framework for Foreign Languages and the Utah Foreign Language Guide provide criteria for the selection of textbooks. The Framework may be used to check the content of a textbook at a specific level, while the Guide may be used to evaluate the methodology proposed in a particular text.

Districts are urged to use this framework as a guide in setting up a district course of study in terms of their own textbook and school programs. The skill and content tables as presented here will have to be adapted to the actual program of the district. Three possible programs are shown below as examples.

	Grade
Advanced or A.P. Program	12
	11
Level IV	10
Level III	9
	8
Level II	7
	6
Level I	5
	4

	Grade
Advanced or A.P.	12
Level IV	11
Level III	10
Level II	9
	8
Level I	7

	Grade
Level IV	12
Level III	11
Level II	10
Level I	9

Explanation of the Skill and Content Tables[2].

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[1]Nelson Brooks, Charles F. Hockett, and Everett V. O'Rouke, Language Perspective and Prospectus, Bulletin of the California State Department of Education, Sacramento, November, 1963.

[2]Spanish Curriculum Guide, Wisconsin Department of Public Instruction, Madison. The following flow charts and fold out charts were used by permission.

I. THE ESSENTIALS FOR COMMUNICATION

In using the section "Essentials for Communication" pages are first unfolded from the front to back covers. These fold-out pages have the following functions:

A. They bring into focus the major course objectives;

B. They correspond, item by item, to the "Skills and Content" tables for each year (or level) of language study;

C. This format enables the curriculum planner to see how the course of study for a given year relates to the long-range objectives.

II. THE VERTICAL COLUMNS

In the vertical columns of this section an attempt has been made to identify those sounds, grammatical forms and word order arrangements which the American youngster must master in order to communicate in the Spanish language. Special emphasis has been given to the points of difficulty invariably encountered by the student of Spanish whose native language is English. Points of pronunciation, grammar, and word order which are closely parallel to English are easy to learn and, therefore, not mentioned.

In the vocabulary section it is clearly not possible to list all available words. That is the province of the lexicographer. It is, however, possible to identify categories of vocabulary which must be learned if minimal communication is to take place.

Similarly with culture, only those areas which the student is likely to encounter and those which are appropriate to his age and maturity can be dealt with.

III. THE HORIZONTAL "SKILLS AND CONCEPTS" LIST

Reading horizontally, one can identify the learning problems which are unique to each skill. Clearly there are some items which are essential for all skills. On the other hand, there are items which have pertinence with only one of the skills. Teaching emphasis must reflect this fact. For example, inverted word order presents minimum difficulty in reading, but is of crucial importance in the active skill of speaking. Other items, such as literary vocabulary and certain subjunctive forms, need only be learned for reading recognition.

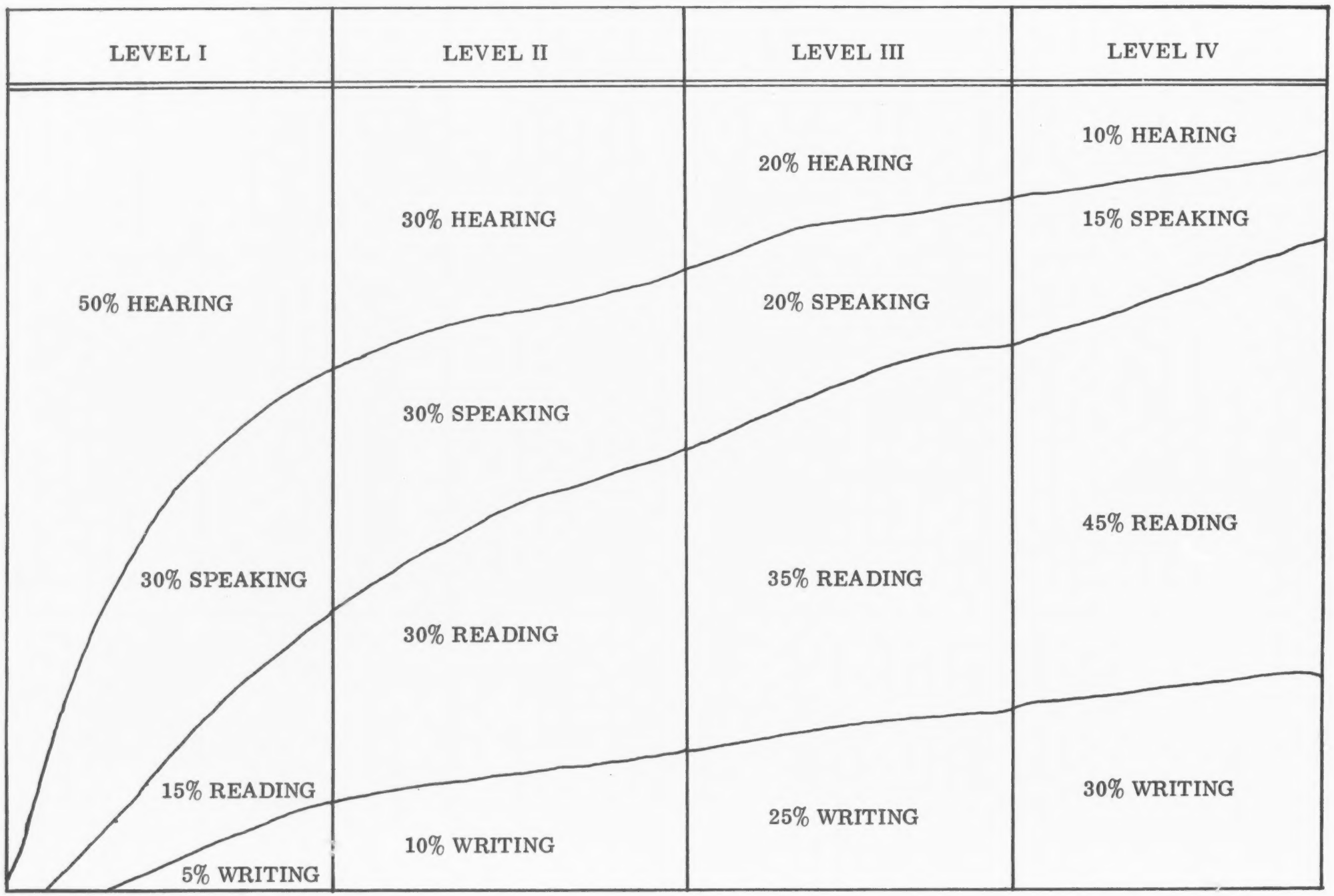
It is agreed that the mastery of the four skills must be accompanied by a grasp of certain basic generalizations and concepts. These are listed in the bottom row of the table.

It should be noted that two separate sequences of study are listed. The longer sequence presumes six full sequential years of contact with the language. The shorter sequence may consist of four full sequential years or the equivalent number of contact hours distributed over a greater number of years in any one of many patterns of scheduling.

Essentials for Communication

Skills & Concepts	Phonology	Morphology	Syntax
Listening, The ability:	to hear all the meaningful sound contrasts of the foreign language when it is spoken at a normal rate in complete utterances	to hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances	to hear the foreign language without being confused by syntactical arrangements
Speaking, The ability:	to produce all the significant sounds and intonation patterns of the foreign language in a manner acceptable to native speakers	to express one's ideas orally using appropriate grammatical forms	to express one's ideas orally using word order which is characteristic of the spoken language
Reading, The ability:	to associate the appropriate graphic symbols with the sounds for which they stand	to draw meaning directly from the printed page through recognition of changes in meaning caused by modifications in structure	to read directly in the foreign language without being confused by syntactical arrangements
Writing, The ability:	to spell the graphic symbols which stand for the sounds of the language	to express one's ideas in writing using appropriate grammatical forms	to express one's ideas in writing using the appropriate word order of the foreign language
Concept, The ability:	to understand the relationship between sound symbols and written symbols (i.e. "phonemes" versus "graphemes")	to understand how the foreign language uses such devices as gender, number, case, agreement, verb endings, and other modifications of oral and written forms to express meaning	to understand how the foreign language uses variations in word order to express meaning

D. FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS *



* Naturally, the percentages are only approximations. Classroom activities are far too complex to permit precise measurement of each separate skill.

Grade Nine in a Four-year Sequence

Phonology	Morphology	Syntax
Spanish vowel: *a, e, i, o, u;* contrast unstressed vowels (Note) consonant sounds. Initial and intervocalic: *d, g, b.* Differentiate between systems of stress in Spanish & English. Intonation & rhythm in statements, questions & commands. Dental & velar *n.* Pronunciation of *x.* Diphthongs. Develop auditory discrimination among verb tenses (present to preterite, future, etc.). Production & differentiation of the sounds listed above. Liaisons between like vowels & consonants. Answer simple questions stressing knowledge of liaisons.	Familiar & polite (pronoun, verb). Contractions *(al, del.)* Regular present of *AR, ER, IR* verbs. Present of *ser,* & *estar.* Possession with *de.* Imperatives. Personal *a.* Articles, nouns & adjectives (gender, number). Placement of *no,* placement & agreement of adjectives. Present with future meaning (*IR-a*). Cardinals & ordinals. Pronouns with prepositions. Stem changing verbs. Object pronouns (form & position). Possessive adjectives. Preterite. Imperfect. Demonstratives, adjectives, and pronouns. Present progressive. Comparison of adjectives & adverbs. Future & conditional. Relative pronouns: *Gustar; faltar.* Indefinite pronouns. Interrogative pronouns. *Por* & *para.*	Statements, interrogatives & imperatives. Position of adjectives. Word order to denote possession. The negative sentence (the concept of the double negative). Position of pronoun, including affirmative commands, infinitives & gerunds. Difference between positions of demonstrative pronouns & adjectives. Denote possession; to use adjectives in correct position & form. Change statements into questions & commands. Change affirmative statements into negative ones. Position of object pronouns, differences between the position of demonstrative pronouns & adjectives.
Associations of the sounds of the language with written symbols especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ, n; ga go, gu, gue, gui.* Read aloud with proper pronunciation & intonation. Knowledge of proper syllabication & placement of accents.	Use of and exposure to above in reading, especially: number & gender of nouns; adjectives, number & person of verbs & pronouns. Agreement of adjectives with nouns & verbs with their subjects. Use of preterite & imperfect. Comparison of adjectives & adverbs.	Expose students to additional basic forms or word order by introducing them to short readings. Provide more complex sentences where students encounter basic word order in a more varied context.
Spell vowel and consonant sounds correctly, especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ; n, ga, go, gu, gue, gui; ua, ue, ui, uo.* Formulate meaningful sentences in Spanish. Basic principles of stress (*hablo, habló, estas, estás.*)	Use of above in writing; knowledge of gender & number of adjectives & nouns, person & number of verbs & pronouns; agreement of verbs with their subjects. Write simple text from dictations & narratives. Capitalization.	Rewrite statements in the form of questions & commands. Change affirmative statements into negative ones. Written exercises requiring an understanding of adjectives, negatives, articles, & object pronouns, demonstrative pronouns, indefinite pronouns, & word order in comparisons.
Recognize the relationships between sounds & written symbols. Note the close "fit" between phoneme & grapheme in Spanish.	Knowledge about & use of basic grammatical forms listed above in listening, speaking, & writing. Gender, number, & subject pronoun-verb agreements are necessary to convey meaning.	Realization that basic word order in English & Spanish is fundamentally the same with respect to the position of subject verb & predicate; however object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

Grade Nine in a Four-year Sequence

Vocabulary		Culture
Approximately 1,000 lexical items	Basic items: Samples of all forms listed under Morphology, Level I, i.e., definite & indefinite articles, interrogatives, verbs *ser* & *estar* in present tense, suitable examples of regular verbs, etc. Content words: greetings leave taking classroom expressions numbers 1-1,000 colors clothing telling time (clock) dates (calendar) school building family parts of body common foods weather Christmas age birthdays sports diversions	Present patterns of behavior typical of Spanish-speaking people such as: greetings showing respect (*tú* & *usted*) introducing friends *la piñata* *la siesta* *el patio* names of married women proverbs
Up to 800 words & expressions		Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Selections from children's literature, singing, etc. Presentation of small units of cultural content clarifying special points which vary between English & Spanish-speaking cultures; meals, holidays, marriage, the family, etc. Dictations emphasizing special units of cultural content & other written exercises requiring students to use key words illustrating their knowledge of behavior & culture. Develop an appreciation & understanding of the patterns of behavior & units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries.
Approximately 1,200 lexical items		
Up to 800 words & expressions	Readings should involve mainly vocabulary which has been learned earlier; this will include the specific utterances which the student has mastered and recombinations of those utterances.	
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Grade Ten in a Four-year Sequence

Phonology	Morphology	Syntax
Review basic phonology as listed in grade nine. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (*dónde estás?*); linkage (*los alumnos*).	Imperfect vs. preterite. Progressives & perfects. Reflexive verbs & pronouns. Nominalization of: adjectives, possessives, indefinites & articles. *Por* vs. *para*. Passive voice. Present & imperfect subjunctive. Indicative vs. subjunctive. Sequence of tenses. *Hacer* with expressions of time.	Position of reflexive pronouns. Word order with *gustar, faltar, parecer,* etc. Word order with passive voice. Word order with *hacer* in expressions of time. Use of subjunctive in subordinate sentences. Position of indefinite pronouns. Word order in comparisons of adjectives & pronouns. Position of relative pronouns.
Phrases emphasizing the production of vowel clusters, diphthongs; fusion of vowels, & linkage; sounds involving the points listed above—always with practical materials in complete meaningful utterances.	Nominalization; change from present to imperfect subjunctive, use of the subjunctive; passive voice with *se* & *ser; hacer* with expressions of time; *si* clauses in the subjunctive.	Drills emphasizing the position of reflexive pronouns, the word order with *gustar, faltar, parecer;* the passive voice; *hacer* with expressions of time. Drills requiring the use & correct word order with the subjunctive. Make comparisons with adjectives & pronouns.
Recognize vowel clusters, diphthongs, fusion of vowels & linkage in reading selections. Practice reading sounds represented by the following spellings: *ll, y; qui, que; ca, co, cu; b, v; j; ge, gi, ga, go, gue, gui, güe, güi, gua, guo.* Observance of accents which break diphthongs: *caído, traído, Raúl.*	Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.	Expose students to supplementary readers where basic word order is found in new context. Provide more complex reading in order that students encounter basic word order in varied contexts.
Dictations & other written exercises emphasizing knowledge of written symbols for sounds listed above.	Give students contexts requiring them to choose between the: imperfect & preterite, indicative & subjunctive, sequence of tenses *por* & *para,* the correct use of the passive voice construction. Additional reading exercises involving the use of the grammatical forms listed above.	Write short sentences in which word order is stressed. Give the infinitive of reflexive verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of *gustar, faltar,* etc. (All material written by the students should be in complete & meaningful sentences.)
Differentiate between syllabication in writing (*los-a-lum-nos*) & speaking (*lo-sa-lum-nos*). Realization of the relationship between spelling & sounds.	Realization that people speaking Spanish express ideas with different grammatical structures (*por* & *para,* indicative & subjunctive, imperfect & preterite). The subjunctive is very commonly used in Spanish & is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is fundamentally the same as that of the Spanish with a few exceptions; position of object pronouns & reflexive pronouns, idiomatic expressions (*gustar, faltar*), *hacer* with expressions of time.

Grade Ten in a Four-year Sequence

Vocabulary		Culture
1,200 lexical items above Level I	Basic items: Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for Levels I & II within contexts utilizing the most functional patterns & vocabulary: Verb forms like *gustar, faltar;* use of the imperfect & preterite, future & present progressive, use of object pronouns. Content words pertaining to: daily routine telephoning shopping letters post office restaurant community transportation city (Latin American vs. North American) travel animals holidays	Expose students to selected topics presented in short conversations. Topics suggested at this level include songs, music, childhood literature, proverbs, games, festivals . . . activities related to the climate & cultural heritage, as illustrated by films, slides, tapes, records & guest speakers of their own age. Student participation in the activities mentioned above. Teachers should try to obtain student participation by asking questions in Spanish about the materials covered. Present small units on cultural topics as illustrated readings. Elementary supplementary readings emphasizing cultural content. Written exercises requiring students to use the key words illustrating their knowledge of patterns of behavior & culture. Dictations emphasizing special units of cultural content. Develop an appreciation & understanding of the patterns of behavior & units of culture characteristic of Spanish-speaking peoples. Create an atmosphere in the classroom which fosters an interest in furthering knowledge about Spanish-speaking countries.
1,200 lexical items above Level I		
800 lexical items above Level I		
Words and expressions in Spanish are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.		In listening, speaking, reading, & writing cultural patterns are obvious & must be observed by a native or non-native speaker of the language.

Grade Eleven in a Four-year Sequence

Phonology	Morphology	Syntax
Reinforce intonation patterns in statement, questions & commands. Reinforce auditory discrimination among verb tenses studied. Review dental & velar *n*, initial & intervocalic *d, g, b*. Review vowel clusters, liaison & linkage.	Expansion of the knowledge of the following points: all pronouns; *ser* & *estar;* imperatives; gender & number of articles, pronouns & adjectives; most commonly used irregular verbs; cardinals & ordinals; negative words; form & use of the subjunctive (recognition); review of morphology from grades nine & ten.	Reinforce knowledge of the form & position of pronouns, demonstrative pronouns & adjectives; possessives, indefinite pronouns; comparisons of adjectives & adverbs. Reinforce auditory discrimination with respect to the above items.
Production of intonation patterns in statements, questions & commands. Dental & velar *n*, initial & intervocalic *d, g, b*. Oral discrimination among verb tenses. Production of *r, rr;* initial, intervocalic & terminal *r*, stressed & unstressed vowels.	Reinforce ability of student to change person & number of verbs & pronouns; change number & gender of nouns & adjectives; use of the subjunctive; use of negatives. Reinforce points listed above in conversation.	Reinforce use of the form & position of personal pronouns; demonstrative pronouns & adjectives; indefinite pronouns; comparisons of adjectives & adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.
Recognition of stress patterns & accentuation. Review *qui, que; ca, co, cu, ch; ga gue, gui, go gu; gua, guo, güe, güi; j; ge, gi (je, ji); h;* initial *r* & *rr*. Read aloud with proper pronunciation & intonation.	Exposure to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening & speaking.	Expose students to additional forms & word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context & in the use of prepositions.
Spell correctly vowel and consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences & do other written exercises using material previously illustrated.	Reinforce ability to write answers to questions requiring the use of gender & number of adjectives & nouns; person & number of verbs & pronouns. Rewrite simple sentences & do other written exercises requiring knowledge of the basic grammatical forms listed in listening & speaking.	Reinforcement of the use of the items listed in listening & speaking with emphasis upon written exercises like short sentences &/or dialogues. Rewrite statements in the form of questions, commands, & negatives.
Reinforce the knowledge of the relationships between sounds & written symbols in Spanish.	Expansion of knowledge about & use of basic grammatical forms listed above in listening, speaking, reading, & writing.	Expand ability to distinguish between basic word order in statements, questions, commands, & negatives. Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Eleven in a Four-year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will be larger than active, but extent of both will depend on student's ability and willingness to speak & read Spanish. A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters & compositions should be developed. Topical vocabulary might include: current events sickness and doctor education government history Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.	Cultural items at the third level might include: Spain: government educational system recreation historical highlights (especially the conquest of South and Central America) South and Central American nations (topics similar to those for Spain) Spanish influence in North America The cultural study is done mainly in Spanish with some supplementary reading in English. Activities might include: listening to recordings & viewing films, filmstrips, & slides; discussing what has been heard or read; reading of various kinds including graded readers, periodicals, poetry, & literary prose; writing letters, reports, or compositions.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	The Hispanic culture must be evaluated objectively & on its own merits. The Spanish have made many contributions to American culture.

Grade Twelve in a Four-year Sequence

Phonology	Morphology	Syntax
Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review & reinforce liaison & linkage.	Review use of the subjunctive, imperfect vs. preterite, *por* & *para,* the passive voice, stem changing verbs. Progressive & perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like *gustar, faltar, parecer,* etc.	Reinforcement of knowledge with respect to the word order in sentences with *gustar, faltar, parecer;* passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.
Reinforce the production of all consonant sounds. Reinforce proper liaison & linkage in speaking at near-native speed.	Use of the above items in speaking at near-native speed & in contexts that are understandable to native speakers. All pronouns should now be in the active repertoire of the student as should all uses of the articles.	Speaking situations emphasizing the above items in basic word order.
Read materials with proper pronunciation & intonation at normal speed. (Enact roles in plays & other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.	Presentation of the above items in expanded usage (specifically contrasting: Preterite & imperfect; *por* & *para;* forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).	Provide supplementary readings stressing the importance of basic word order as outlined above.
Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spelling: *h, j, ge, ji* (*je, ji*), *gue, gui, y, n, ll, rr, y, b,* diphthongs; silent vowels in linkage.	Use of the above items in written exercises according to a specific grammar point using the passive voice; *por* & *para;* imperfect & preterite, subjunctives, comparison of adjectives, progressive & perfect tenses *gustar, faltar,* etc. Stem changing verbs, reflexive verbs.	Have students write sentences & do other written exercises according to specific points of word order, position of pronouns, passive voice, use of subjunctives in subordinate clauses; comparison of adjectives; *gustar, faltar, parecer,* etc.
Poetic forms of the language may differ from everyday spoken & written Spanish. Spanish has a highly consistent punctuation.	Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people.	Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Twelve in a Four-year Sequence

Vocabulary	Culture
A student should be able to understand standard Spanish in normal conversational contexts.	A student should listen with understanding to audio stimuli & detect nuances of meaning relating to common aspects of Hispanic culture.
He should have an active speaking vocabulary appropriate to his age and capacity enabling him to communicate in Spanish.	He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak Spanish.
He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions.	He should read everything from newspapers to works of literature with an understanding of its place within the Spanish culture.
A student should have a writing vocabulary which is appropriate to the occasion.	A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the Spanish heritage is a part of learning the Spanish language. Works of literature can be appreciated best in the language in which they were written.

Grade Seven in a Six-year Sequence

Phonology	Morphology	Syntax
Spanish vowels: *a, e, i, o, u;* contrast unstressed vowels; consonant sounds; initial & intervocalic: *d, g, b;* differentiate between systems of stress in Spanish and English; intonation and rhythm in statements, questions, & commands. (See appendix.)	Familiar & polite [pronoun, verb contractions (*al, del*)]. Regular present of *AR, ER, IR* verbs. Present of *ser* & *estar.* Possession with *de.* Imperatives. Personal *a.* Articles, nouns, & adjectives (gender, number), use, placement of *no,* placement & agreement of adjectives, present with future meaning. Cardinals & ordinals.	WORD ORDER: Statements, interrogatives, & imperatives. Position of adjectives. Word order to denote possession. The negative sentence (the concept of the double negative).
Production & differentiation of the sounds listed above; liaisons between like vowels & consonants; Spanish pronunciation & intonation patterns; stress patterns.	Use of the above in spoken exercises involving change of number & gender of nouns & adjectives, person & number of verbs & pronouns; change affirmative statements to questions & commands; denote possession; use of personal *a, al* & *del* in complete sentences; change polite to familiar.	WORD ORDER: Denote possession; use adjectives in correct position & form. Change statements into questions & commands. Change affirmative statements into negative ones.
Associations of the sounds of the language with written symbols, especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ, n; ga, go, gu, gue, gui;* read aloud with proper pronunciation & intonation.	Use of & exposure to above in reading, especially: number & gender of nouns & adjectives, number & person of verbs & pronouns. To note agreement of adjectives with nouns & verbs with their subjects.	Expose students to additional basic forms or word order by introducing them to additional short readings. Provide more complex sentences where students encounter basic word order in a more varied context.
Spell vowel & consonant sounds correctly, especially: *l, ll; qui, que; ca, co, cu, ch; h; r, rr; ñ, n; ga go, gu, gue, gui; ua, ue, ui, uo;* proper syllabication & placement of accents.	Use of above in writing. Writing answers to questions stressing correct spelling & agreement; write simple text from dictation & narratives. Capitalization.	Give adjectives & words like *no, de, al, del,* personal *a,* & articles to be written in meaningful complete sentences with the proper word order. Rewrite statements in the form of questions & commands. Change affirmative statements into negative ones.
Recognize the relationships between sounds & written symbols. Note the close "fit" between phoneme & grapheme in Spanish.	Knowledge about & use of basic grammatical forms listed above in listening, speaking, & writing. Gender, number, & subject pronoun-verb agreements are necessary to convey meaning.	Distinguish between basic word order in statements, questions, & commands.

Grade Seven in a Six-year Sequence

Vocabulary		Culture
800-1,000 words & expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas	Introduction to Hispanic & Latin American culture should be an integral & natural part of teaching Spanish but should not take the place of teaching the language. The environment of the classroom, books, magazines, tapes, films, records, & pictures should stimulate the student's interest in learning about the following cultural items: Spanish names forms of address (*tú* & *Vd.*) courtesy patterns school day & school year in Spanish-speaking countries 24-hour clock Spanish houses & the patio some typical foods holidays, especially Christmas *piñata* *siesta* rhymes songs & music
500 words & expressions		
800 words & expressions	Nouns, verbs, & adjectives pertaining to these topics as well as: changes in gender, number, possession, agreement; passive vocabulary involving negation, statements, questions, & commands.	
500 words & expressions	Necessary vocabulary to understand simple statements incorporating the basic grammatical forms outlined for grade seven (supplementary vocabulary need not be stressed). Teacher should operate patterns & illustrate sounds of the Spanish language limited to the most functional patterns & vocabulary possible, such as the regular, present tense forms of AR, ER, & IR verbs.	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in Spanish.
In spoken and written form, words make up a language. To communicate in that language one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Grade Eight in a Six-year Sequence

Phonology	Morphology	Syntax
Dental & velar *n*. Pronunciation of *x*, diphthongs. Stress differences between intonational patterns in statements, questions, & commands. Develop auditory discrimination among verb tenses (present to preterite, future, etc.).	Pronouns with prepositions; stem-changing verbs; object pronouns (form & position); possessive adjectives; preterite; imperfect; demonstrative adjectives & pronouns; present progressive; comparison of adjectives & adverbs, future & conditional; relative pronouns; *gustar, faltar;* indefinite pronouns.	Position of pronouns including affirmative and negative commands, infinitives, & gerunds; difference between positions of demonstrative pronouns & adjectives; position of indefinite pronouns; word order in comparisons of adjectives & pronouns; position of relative pronouns.
Produce the sounds listed for grades seven & eight in context; variation of verb forms; stress importance of careful pronunciation of verb endings: present to preterite, future.	Use of above in speaking. Suggested activities: use of subject pronouns with prepositions; form & position of object pronouns; change of present to imperfect & preterite; use of *gustar, faltar, parecer;* change of present to future & conditional; use of present progressive.	Drills stressing the position of object pronouns; differences between the position of demonstrative pronouns & adjectives. Speaking situations in which students make comparisons with adjectives & pronouns.
Read appropriate material aloud with proper pronunciation & intonation; determine verb tenses by recognizing accents & endings characteristic of the various tenses studied.	Use of & exposure to above in reading activities; short supplementary reading passages emphasizing the forms listed above.	Expose students to supplementary readers combining basic word order in more complicated materials. Provide more complex sentences where students encounter basic word order in new contexts.
Dictations involving the basic principles of stress (*hablo, habló, estas, estás*). Additional exposure to writing reviewing sounds for grades seven & eight in new contexts. Writing answers to aural questions in Spanish using complete sentences at all times.	Formulate questions requiring students to answer by utilizing the grammatical forms suggested above; other written exercises emphasizing usage of the basic grammar points listed above.	Written exercises requiring an understanding of the form & position of object pronouns, demonstrative adjectives & pronouns, indefinite pronouns, & word order in comparisons.
Emphasize the fact that stress is so important in Spanish that it changes the meaning of the word.	Differentiation of verb tenses: present, imperfect, preterite, future, conditional, progressive; stress the importance of verb endings to express meaning.	Realization that basic word order in English & Spanish is fundamentally the same with respect to the position of subject, verb, & predicate; however, object pronouns precede verbs unless the verb form is an affirmative command, gerund, or infinitive.

Grade Eight in a Six-year Sequence

Vocabulary		Culture
800-1,000 words & expressions above grade seven	In the context of the topics or units: daily routine telephoning shopping letters post office restaurant community transportation city landscape travel animals holidays	Visual & audio stimuli as well as the topics of vocabulary should suggest the following cultural items for study at this level· forms of letters restaurants Latin America: landscape in regions 4-5 rivers or lakes 10-12 cities holidays, festivals, fairs legends folklore proverbs music — classical & popular current events games activities related to climate & cultural heritage
800 words & expressions above grade seven		
1,000 words & expressions above grade seven	Vocabulary should include: *gustar, faltar, parecer,* imperfect, preterite, present progressive; demonstrative adjectives & pronouns; the form & position of object pronouns; pronouns with prepositions, stem-changing verbs. Aim should be toward a useful, active vocabulary practiced in a variety of situations rather than toward a large number of words memorized in isolation.	
800 words & expressions above grade seven		
Words & expressions in Spanish are sometimes closely related to English but almost always differ in range of meaning. Vocabulary is influenced by historical background, social customs, & other factors.		In listening, speaking, reading & writing cultural patterns are obvious & must be observed by a native or non-native speaker of the language.

Grade Nine in a Six-year Sequence

Phonology	Morphology	Syntax
Review basic phonology as listed in grades seven & eight. Also present vowel clusters, emphasizing diphthongs; fusion of vowels (*dónde estás*); linkage (*los alumnos*).	Imperfect vs. preterite. Progressives & perfects. Reflexive verbs & pronouns. Nominalization of: adjectives, possessives, indefinites & articles. *Por* vs. *para;* passive voice; present & imperfect subjunctive; indicative vs. subjunctive; sequence of tenses; *hacer* with expressions of time.	Position of reflexive pronouns. Word order with *gustar, faltar, parecer,* etc. Word order with passive voice. Word order with *hacer* in expressions of time. Use of subjunctive in subordinate sentences.
Phrases emphasizing the production of vowel clusters, diphthongs, fusion of vowels, & linkage. Tape sounds involving the points listed above — always with practical materials in complete meaningful sentences.	Use of above in speaking. Nominalization; change from present to imperfect subjunctive; use of the subjunctive; passive voice with *se* & *ser; hacer* with expressions of time; *si* clauses in the subjunctive.	Drills emphasizing the position of reflexive pronouns; the word order with *gustar, faltar, parecer;* the passive voice; *hacer* with expressions of time. Drills requiring the use & correct word order with the subjunctive.
Recognize vowel clusters, diphthongs, fusion of vowels & linkage in reading selections. Practice reading sounds represented by the following spellings: *ll, y; qui, que; ca, co, cu; b, v; j, ge, gi; ga, go, gu, gue, gui; gua, guo, güe, güi.* Observance of accents which break diphthongs: *caído, traído, Raúl.*	Supplementary readings involving the subjunctive in as many forms as possible. Assign a graded reader or other material incorporating the basic grammatical forms listed above.	Expose students to supplementary readers where basic word order is found in new contexts. Provide more complex reading in order that students encounter basic word order in varied contexts.
Dictations & other written exercises emphasizing knowledge of written symbols for sounds listed above.	Give students contexts requiring them to choose between the: imperfect & preterite, indicative & subjunctive, sequence of tenses, *por* & *para,* the correct use of the passive voice construction. Additional written exercises involving the use of the grammatical forms listed above.	Write short sentences in which word order is stressed: Give the infinitive of reflexive verbs; verbs or expressions requiring the subjunctive; change active to passive voice; cues requiring the use of *gustar, faltar,* etc. (All material written by the students should be complete & meaningful sentences.)
Differentiate between syllabication in writing (*los-a-lum-nos*) & speaking (*lo-sa-lum-nos*). Realization of the relationship between spelling & sounds.	Realization that people speaking Spanish express ideas with different grammatical structures (*por* & *para,* indicative & subjunctive, imperfect & preterite). The subjunctive is very commonly used in Spanish & is necessary if one wants to speak the language idiomatically.	Realization on the part of the student that word order in English is the same as that of Spanish with a few exceptions: position of object pronouns & reflexive pronouns, idiomatic expressions (*gustar, faltar*), *hacer* with time, etc.

Grade Nine in a Six-year Sequence

Vocabulary		Culture
1,000-1,500 words & expressions above grade eight	Topical vocabulary should include: current events sickness and doctor education vocations government history biography	Cultural items studied at this level should include: Spain: government educational system recreation highlights of economy, industry, history, & present politicall situation Spanish influence in America: famous Spanish explorers & conquistadores Spanish settlements in America
800-1,000 words & expressions above grade eight	A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials & textbooks. A vocabulary suitable for writing letters, outlines, reports, compositions should be developed.	The cultural study is done mainly in Spanish with some supplementary reading in English. It takes in: the listening to recordings & viewing of films, filmstrips & slides; the discussing of what has been heard or read; the reading of graded readers, periodicals, poetry, & literary prose; the writing of letters, reports, compositions; all of the above should reveal an understanding of the Spanish culture.
1,000-1,500 words & expressions above grade eight	Vocabulary should include: passive voice, reflexive verbs, subjunctives; difference between imperfect and preterite, *por* & *para;* use of progressives and perfects.	
800-1,000 words & expressions above grade eight		
Each skill demands a certain amount & type of vocabulary. Beyond a general useful vocabulary one needs specific words suitable to the discussion of certain topics.		The Spanish-speaking cultures must be evaluated objectively & on their own merits. Spanish culture has made many contributions to American life.

Grade Ten in a Six-year Sequence

Phonology	Morphology	Syntax
Reinforce intonation patterns in statements, questions & commands. Reinforce auditory discrimination among verb tenses studied. Review dental & velar *n*, initial & intervocalic *d, g, b.* Review vowel clusters, liaison, & linkage.	Expansion of the knowledge of the following points: all pronouns; *ser* & *estar*, imperatives; gender & number of articles, nouns & adjectives; most commonly used irregular verbs; cardinals & ordinals; negative words. Form & use of the subjunctive (recognition).	Reinforce knowledge of the form & position of personal pronouns, demonstrative pronouns & adjectives; possessives; indefinite pronouns; comparisons of adjectives & pronouns. Reinforce auditory discrimination with respect to the above items.
Production of intonation patterns in statements, questions, & commands. Dental and velar *n*, initial and intervocalic *d, g, b.* Oral discrimination among verb tenses. Production of *r, rr;* initial, intervocalic, & terminal *r;* stressed & unstressed vowels.	Reinforce ability of student to change person & number of verbs & pronouns; change number & gender of nouns & adjectives; use of irregular verbs; use of the subjunctive; use of negatives; reinforce points listed above in conversation.	Reinforce use of the form & position of personal pronouns; demonstrative pronouns & adjectives; possessives; indefinite pronouns; comparisons of adjectives & adverbs. Reinforce the utilization of the above items in meaningful utterances related to daily situations.
Recognition of stress patterns & accentuation. Review *qui, que, ca, co, cu, ch, ga, gue, gui, go, gu, gua, guo, gui, gue, j, ge, gi (je, ji), h,* initial *r* & *rr.* Read aloud with proper pronunciation & intonation.	Exposure to readings in which these structures are emphasized. Expand the functional vocabulary used to present the basic grammatical forms listed in listening & speaking.	Expose students to additional forms & word order by the continued use of supplementary readings (limited). Provide more complex sentences where students encounter word order in a more varied context.
Spell correctly vowel & consonant sounds listed above. Take dictations in the foreign language emphasizing the representation of these sounds. Rewrite short sentences & do other written exercises using material previously illustrated.	Reinforce ability to write answers to questions requiring the use of gender & number of adjectives & nouns; person & number of verbs & pronouns. Rewrite simple sentences & do other written exercises requiring knowledge of the basic grammatical forms listed in listening & speaking.	Reinforcement of the use of the items listed in listening & speaking — with emphasis upon written exercises like short sentences &/or dialogues. Rewrite statements in the form of questions, commands, & negatives.
Reinforce the knowledge of the relationships between sounds & written symbols in Spanish.	Expansion of knowledge about & use of basic grammatical forms listed above in listening, speaking, reading, & writing.	Expand ability to distinguish between basic word order in statements, questions, commands, & negatives. Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Ten in a Six-year Sequence

Vocabulary	Culture
Increase in vocabulary cannot be stated in figures. Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability & willingness to speak & read Spanish. Conversational topics should be chosen with the consideration of a student's age & interests. They will range from current events to points of discussion from literary reading. The student should be able to read periodicals as well as literary works which are appropriate to his maturity level. His writing vocabulary should be expanded to enable him to express himself correctly for any occasion. Increase the ability of students to make active use of vocabulary items to express what they want to say. Activities might include directed talks by individual students, conversations between students, debates, etc.	To gain an insight into the extent of literature written in Spanish a student should be introduced to a variety of literary works which are appropriate to his age & interests. His reading should also include newspapers, magazines, & books on topics interesting to teenagers. He should be exposed to Spanish music of various types & see films & pictures depicting many aspects of life in Spain & Latin America. He should discuss current events as well as events in history with an increasing understanding of the way of life in Spanish-speaking countries.
Spoken & written vocabulary differ in volume & kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading, & writing practice.	Works of literature can be appreciated best in the language in which they were written.

Grade Eleven in a Six-year Sequence

Phonology	Morphology	Syntax
Reinforce the contrast among unstressed vowels. Reinforce auditory discrimination of all consonant sounds. Review & reinforce liaison & linkage.	Review use of the subjunctive, imperfect-preterite, *por* & *para*, the passive voice, stem-changing verbs, progressive & perfect tenses, comparisons of adjectives. Reflexive verbs. Reinforce understanding of verbs like *gustar, faltar, parecer*, etc.	Reinforcement of knowledge with respect to the word order in sentences with *gustar, faltar, parecer;* passive voice; comparison of adjectives; use of subjunctive in subordinate clauses.
Reinforce the production of all consonant sounds. Reinforce proper liaison & linkage in speaking at near-native speed.	Use of the above items in speaking at near-native speed & in contexts that are understandable to native speakers.	Speaking situations emphasizing the above items in basic word order.
Read materials with proper pronunciation & intonation at normal speed. (Enact roles in plays & other works which exemplify the ways in which changes in phonology affect meaning.) Reinforce ability to associate written symbols with sound.	Presentation of the above items in expanded usage (specifically contrasting: preterite & imperfect; *por* & *para;* forms of the passive voice; comparisons of adjectives. Use of the subjunctive. Reflexive verbs).	Provide supplementary readings stressing the importance of basic word order as outlined above.
Have students paraphrase in writing what they hear (short dialogues or stories); exercises incorporating the more difficult spellings: *h, j, ge, ji, (je, ji), gue, gui, y, n, ll, rr, y, b,* diphthongs, silent vowels in linkage.	Use of the above items in written exercises according to a specific grammar point; using the passive voice, *por* & *para*, imperfect & preterite, subjunctive, comparisons of adjectives, progressive & perfect tenses, *gustar, faltar*, etc. Stem-changing verbs, reflexive verbs.	Have students write sentences & do other written exercises according to specific points of word order; position of pronouns; passive voice; use of subjunctives in subordinate clauses; comparison of adjectives; *gustar, faltar, parecer*, etc.
Ability of the student to speak Spanish with proper pronunciation & intonation at near-speed (fluidity). Ability of the student to understand Spanish spoken by a native speaker.	Full realization on the part of the student that Spanish-speaking people express ideas differently from English-speaking people (preterite vs. imperfect, *por* & *para*, *gustar*, etc., subjunctive in adverbial & adjectival clauses).	Expand the ability to understand, speak, read, & write meaningful sentences emphasizing the word order suggested above.

Grade Eleven in a Six-year Sequence

Vocabulary	Culture
Amount of active & passive vocabulary is a matter of students' individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of literary works is up to the teacher but should be based on the ability, interest, & maturity of the students, developing in them a sensitivity to the differences between spoken & written vocabulary & between contemporary & older literary forms, words, & expressions. A writing vocabulary appropriate to the occasion should be mastered.	The increased ability of the students to communicate in Spanish & to read everything from newspapers to works of literature makes possible an appreciation and understanding of Spanish & Latin American contributions to: literature painting sculpture architecture dramatic arts music Current events are listened to, viewed, discussed, read, & written about. Books, periodicals, tapes, films, slides, records, & pictures are resource materials directly used by the students. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, & interest of the students.
Spoken & written communication employs a large volume & variety of words & expressions.	A knowledge of culturally acceptable forms & of the heritage of Spanish-speaking peoples is a part of learning the Spanish language.

Grade Twelve in a Six-year Sequence

Phonology	Morphology	Syntax
Reinforce proper pronunciation & intonation patterns, always at normal speed. Reinforce auditory discrimination with respect to all Spanish vowel & consonant sounds, vowel cluster, liaison, & linkage — always at normal speed.	Reinforce present vs. imperfect subjunctive; indicative vs. subjunctive; nominalization of adjectives; possessives; indefinites & articles; imperfect vs. preterite; *gustar, faltar, parecer; hacer* with expressions of time; all perfect tenses.	Review of *hacer* with expressions of time, position of all pronouns; affirmative & negative statements & commands; subjunctive in adverbial & adjectival phrases. Reinforce auditory discrimination with respect to the above items.
Reinforce the proper production & differentiation among all Spanish vowel & consonant sounds, vowel clusters, liaison, & linkage, at near-native speed. Pronunciation & intonation patterns used at near-native speed in the proper context.	Reinforce the use of the above in speaking in normal conversations *about daily situations.*	Reinforce the use of the above items in meaningful speech related *to* daily situations.
Reinforce the ability to read any material in Spanish with near-native pronunciation & intonation. Introduce students to a variety of situations (plays, speeches, dialogues, etc.) which must be read with expression according to the context of the readings.	Presentation of the above in expanded usage, specifically contrasting the present & imperfect subjunctive; nominalization of adjectives, possessives, indefinites, & articles; imperfect & preterite; all perfect tenses; *hacer* with expressions of time.	Additional forms & word order through the continued use of supplementary readings. Encounter more complex structure in a variety of contexts.
Reinforce the ability to write any material in Spanish with proper accentuation, spelling, & auxiliary signs. Punctuation marks.	Use of the above items in writing compositions & other written exercises according to specific situations, utilizing knowledge of basic grammatical forms characteristic of idiomatic written Spanish.	Use of the items above (listening) by writing & doing other written exercises; compositions emphasizing proper syntax.
	Expand the concept that tenses used in Spanish do not always correspond to tense usage in English. Expand the understanding of patterns of behavior & their relation to proper use of accepted idiomatic Spanish.	

Grade Twelve in a Six-year Sequence

Vocabulary	Culture
A student should be able to understand standard Spanish in normal conversational contexts.	A student should listen with understanding to audio stimuli & detect nuances of meaning relating to any aspect of Spanish culture.
He should have an active speaking vocabulary appropriate to his age & capacity enabling him to communicate in Spanish with considerable oral facility.	He should speak & write in culturally acceptable forms & in his speech & writing reveal some knowledge of the heritage of the people who speak Spanish.
He should recognize in context a wide range of vocabulary items. If he is planning to continue Spanish in college he should do extensive outside reading to familiarize himself with many literary forms, words, & expressions.	He should read selections ranging from newspapers to works of literature with an understanding of the place of each within the Spanish culture.
A student should have a writing vocabulary which is appropriate to the occasion.	A student planning to continue his studies of Spanish in college should familiarize himself with literature in his field of interest.
To understand, speak, read, & write Spanish one must have command of a large & appropriate vocabulary.	The heritage of the people who speak Spanish is a rich and interesting one. The Spanish-speaking cultures should *not* be evaluated from the standpoint of Anglo-American culture.

SPANISH
BIBLIOGRAPHY OF READING MATERIAL BY LEVELS

LEVEL I

del Prado and Calvo. Primeras Lecturas, Una Historia Incomplete. Odyssey Press, 1966.

El Gusto es Mio. Heath.

Graded Readers: De Todo un poco. Heath.

Veraneo en Mejico. Dodd, Mead and Co.
Can be introduced in first year.

LEVEL II

Alarcon, edited by Hesplet. Sombrero de Tres Picos. D. C. Heath, 1958.
Simplified version.

Arjona and Arjona. Cuentos de las Espanas. Scribner's, 1943.

Cervantes, adapted by La Porta. La Gitanilla. McGraw-Hill, 1967.

Cid-Perez, McKinney, and Marti de Cid. Paginas de un Diario. McGraw-Hill, 1966.

Crow. Panorma de Las Americas. Holt, Rinehart, and Winston, Inc.

Espinoza, Aurelio M. Conchita Arguello. MacMillan.

Jarrett. Sal y Sabor de Mexico.
Mexican customs in prose, dialogue, and drama.

Quinmor-Watson. South to Mexico. Holt, Rinehart, and Winston, 1939.
Legends and customs of Mexico.

Rioseco, Torres. Frijolito Salton. D. C. Heath.

Rumbo a Mejico. (if available) Heath.

Supervia. La Cruz Verde Vida y Leyendas de Mejico. Odyssey Press.

Wofsy. Dialogos Entretenidos. Scribner's. 1962.

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LEVEL III

Alarcon, Ford, and Rivera. El Capitan Veneno. Heath.

Arjona and Arjona. Cuentos de las Espanas. Scribner's, 1943.
Interesting stories (adapted). Cultural aspects of Spanish and Spanish American cultures. Helpful exercises and questions.

Babcock. Contigo Par y Cebolla. Houghton-Mifflin.

Brenton and Martin. Espana a Vista de Pajaro. Scribner's, 1956.
Good historical reference material on Spain.

Centeno, Augusto. Corazon de Espana. Holt, Rinehart and Winston, 1957.
Rich collection of good, interesting stories written by recognized Spanish authors. Exercises and vocabulary especially helpful.

Centeno, Augusto. Vidas. Holt, Rinehart and Winston, 1959.
Historical events from discovery by Columbus to modern times. Poetry. Biographies of significant Spanish authors.

Garcia and Wilson, Prada. Nuevas Lecturas. D. C. Heath.

Lopez and Brown. Aqui se Habla Espanol. D. C. Heath.

Pittaro. Cuentos y Mas Cuentos. Heath.
All in Spanish with exception of some direction in English.

Por Esas Espanas. Holt, Rinehart, and Winston.

Rodriquez, Mario B. Cuentos Alegres. Holt, Rinehart and Winston, 1958.
Entertaining stories with helpful footnotes.

Wast. ed. by Evans and Link. Pata de Zorra. Odyssey Press.

Weisinger and Johnston. Los Otros Americanos? Odyssey Press.

Wofsy, Samuel. Dialogos Entretendios. Scribner's, 1962.
Short stories and playlets, varied reading, which can be prepared as part of a class assignment or for a Spanish program.

Wofsy, Samuel. Lecturas Faciles y Utiles. Scribner's, 1959.
Practical vocabulary and idioms, helpful exercises. Content includes geography, stories, literary selections, and fragments of famous poems.

Yates and Dalbot. Imaginacion y Fantasia. Holt, Rinehart and Winston.

LEVEL IV

Arjona and Arjona. Mas Cuentos de las Espanas. Scribner's, 1956.
Interesting stories by variety of Spanish authors.

Casona, Alejandro. La Dama de Alba. Scribner's, 1947.
A realistic exciting play set in Asturias, Spain. Idiomatic Spanish.

Galvez, Manuel. Las Dos Vidas del Pobre Napoleon. Scribner's, 1963.
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